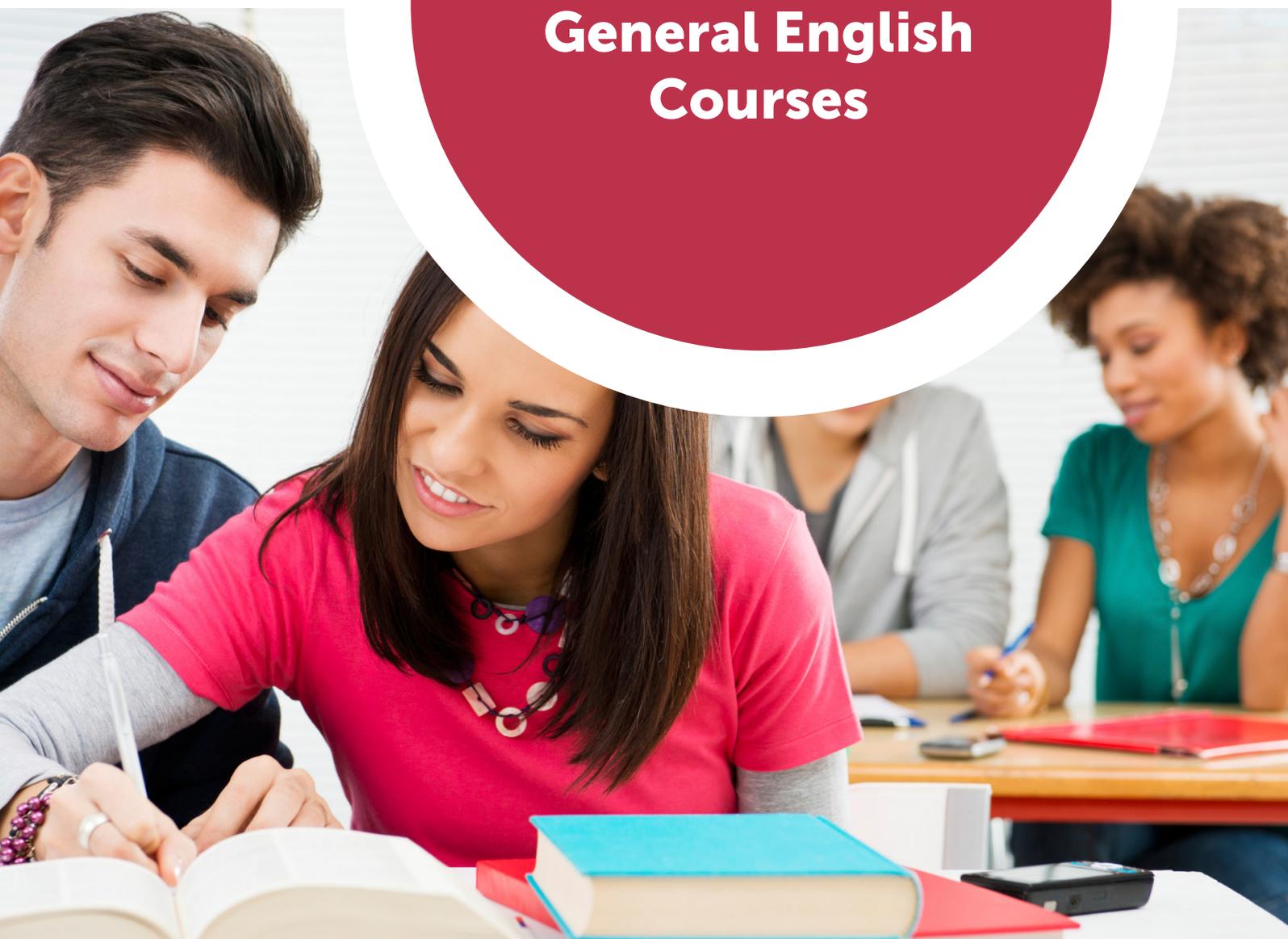


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# Syllabus Guide

## General English Courses



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## CEFR Level A1

Unit	Module	Content
<b>1 – Introductions</b>	<b>Hello!</b>	<p>I can ask and answer simple questions to identify myself and others. I can understand spelling and spell simple words.</p> <p>Checking your knowledge of the present simple affirmative form of 'be'. Completing short conversations using the affirmative and interrogative forms of the verb 'to be'.</p> <p>Listening to the alphabet song and keying in the missing letters. Listening to consonants and choosing the ones you hear. Listening to vowels and choosing the ones you hear.</p>
	<b>About you</b>	<p>Listening to a conversation about mobile phone numbers. Practising numbers from 1 to 10.</p> <p>I can ask simple questions. I can say simple negative sentences. I can count from 1 to 10. I can say and understand telephone numbers.</p> <p>Checking your knowledge of the present simple negative form of 'be'. Checking your knowledge of the present simple interrogative form of 'be'.</p>
	<b>Where are you from?</b>	<p>Practising the use of nationality nouns and adjectives. Identifying the main syllable stress in countries and nationalities.</p> <p>Checking your knowledge of the use of the present simple of 'be'. Practising affirmative, negative and interrogative forms of the verb 'to be'.</p> <p>I can ask and answer questions about nationalities and countries.</p>
	<b>My classroom</b>	<p>I can understand simple classroom instructions. I can understand and take part in simple conversations about school. I can identify and name common classroom objects.</p> <p>Practising classroom instructions. Practising the verb 'to be' in the present simple.</p> <p>Practising words for classroom objects. Practising words used in the classroom.</p>

<p><b>2 – Descriptions</b></p>	<p><b>Me and others</b></p>	<p>Checking your knowledge of the form of possessive adjectives. Practising the affirmative and interrogative forms of the verb 'to be'.</p> <p>I can count up to 101. I can identify numbers and letters. I can speak about my and other people's possessions. I can say simple things about myself and my classmates.</p> <p>Listening to and identifying four different sets of numbers and letters. Practising numbers from 11 to 101. Looking at number clues and keying in the correct number.</p>
	<p><b>Clothes</b></p>	<p>Practising clothes and colours. Practising spelling words for clothes. Listening to five people speaking about their favourite colour.</p> <p>I can speak about the things I have got. I can ask and answer simple questions about the things I have got. I can give a simple description of my clothes.</p> <p>Checking your knowledge of the affirmative form of 'have got'. Checking your knowledge of the negative form of 'have got'. Checking your knowledge of the interrogative form of 'have got'.</p>
	<p><b>The body</b></p>	<p>Practising the affirmative, negative, interrogative and short answer forms of the verb 'have got'.</p> <p>Practising words for parts of the body by selecting the correct name for each part. Practising words for parts of the body by identifying the odd one out. Listening and dragging the correct part of the body and then dropping it in the correct sentence.</p> <p>I can give and understand simple descriptions of the body.</p>
	<p><b>What's he like?</b></p>	<p>Practising words for describing personalities. Practising adjectives to describe people's characters. Listening to someone describing people and choosing the correct words that describe each person.</p> <p>Practising adjective word order.</p> <p>I can give simple descriptions of people's appearances. I can give simple descriptions of people's personalities.</p>
<p><b>3 – Places</b></p>	<p><b>At home</b></p>	<p>Practising rooms and places inside the home. Listening to a teenager describing his bedroom. Listening to a man and a woman talking about where their friends' possessions are.</p> <p>Checking your knowledge of the prepositions of place 'at', 'on', 'in' and 'under'. Checking your knowledge of common expressions with 'at', 'in' and 'on'. Practising prepositions of place.</p> <p>I can say where things are. I can make simple descriptions of my house and my bedroom. I can understand simple descriptions of places.</p>

	<b>My town</b>	<p>Checking your knowledge of the prepositions of place 'behind', 'between', 'in front of', 'near', 'next to' and 'opposite'. Practising the use of 'there is/isn't' and 'there are/aren't'. Practising the use of 'there is' and 'there are'. Practising prepositions of location.</p> <p>I can say where things are. I can give simple descriptions of places and buildings.</p> <p>Practising the names of buildings and places. Listening to six short dialogues and clicking on the building you hear. Listening to a description of a city and clicking on the places you hear mentioned. Listening to a description of a city and clicking on the places you hear mentioned. Dragging positive and negative phrases about places and dropping them in the correct column in a table.</p>
	<b>Shops</b>	<p>Practising the demonstratives 'this/these', 'that/those'. Practising demonstrative adjectives.</p> <p>I can understand and say where to buy different things. I can identify and name shops. I can ask for things in a shop.</p> <p>Completing sentences about different types of shops. Practising the names of shops and what you can buy in them. Listening to six short dialogues and choosing the shop where the conversation takes place.</p>
	<b>Shopping</b>	<p>Practising questions starting with 'How much' and 'How many'.</p> <p>Listening to people asking about how much things cost. Listening to five mini dialogues and clicking on the right price. Practising numbers and prices.</p> <p>I can understand prices. I can ask how much something costs.</p>
<b>4 – Food and drink</b>	<b>Food</b>	<p>Practising words for food. Practising words about food.</p> <p>I can talk about different types of food. I can identify countable and uncountable nouns.</p> <p>Checking your knowledge of uncountable nouns that represent food. Practising the present simple of the verb 'to be' with countable and uncountable nouns.</p>
	<b>Meals</b>	<p>Practising the use of 'any' and 'a' in questions with plural and singular objects. Practising 'some' and 'any'. Practising the use of 'any' in questions.</p> <p>Listening to four radio extracts and clicking on the correct time of day for each. Looking at the pictures and keying in the correct meal word. Listening to a woman talking about her eating habits.</p> <p>I can tell the time. I can talk about meals. I can describe different meals and types of food.</p>

	<p><b>Cooking</b></p>	<p>Practising imperative verbs.</p> <p>Completing a recipe by dragging the missing words into the text. Listening to a person explaining a recipe and choosing words to complete the recipe. Listening to two people ordering food. Listening to someone ordering food in a restaurant.</p> <p>I can give and follow simple instructions. I can understand instructions for preparing a recipe. I can understand a menu. I can order food at a restaurant.</p>
	<p><b>Being healthy</b></p>	<p>Practising expressing likes and dislikes.</p> <p>Listening to three short dialogues and matching the food to the correct person. Listening to a professional hockey player talking about the food she eats. Listening to people talking about health problems. Matching words with pictures connected to illnesses. Practising words for different types of health problems.</p> <p>I can talk about food I like and I don't like. I can understand and make simple statements about healthy and unhealthy food. I can talk about health problems. I can give and understand a simple description of a health problem.</p>
<p><b>5 – People</b></p>	<p><b>Jobs</b></p>	<p>Keying in the correct word to complete a table showing verbs and related jobs. Reading descriptions of jobs and deciding which job each person does. Listening to a woman talking about her job, deciding whether statements are true or false and matching job descriptions with jobs. Listening to six people talking about what jobs they do and matching the names with the correct jobs. Listening and choosing the right job.</p> <p>Checking your knowledge of the affirmative form of the present simple. Checking your knowledge of negative forms of the present simple.</p> <p>I can make and understand simple sentences about my job and other people's jobs. I can identify people's jobs. I can speak about what I and other people do every day.</p>
	<p><b>My week</b></p>	<p>Checking your knowledge of the present simple interrogative. Checking your knowledge of use of the present simple. Practising the affirmative and negative forms of the present simple.</p> <p>Dragging days of the week to the correct sentences. Listening to people talking about activities and typing in the day of the week that you hear. Reading sentences about the months of the year and choosing the correct month to complete the sentences. Listening and typing in the words you hear.</p> <p>I can understand the days of the week and the months of the year. I can talk about what I usually do.</p>

	<p><b>Routines</b></p>	<p>Choosing the correct form of the present simple to complete sentences. Rearranging words to make present simple questions in the third person singular. Practising the present simple. Practising verb endings in the present simple.</p> <p>I can talk about my routine. I can understand and speak about what people do every day.</p> <p>Listening to five people talking about their morning activities and clicking on the correct picture letter for each question. Looking at pictures of people doing daily activities and choosing the correct words to complete the sentences. Listening to conversations about times.</p>
	<p><b>My year</b></p>	<p>I can understand and talk about how often people do things. I can talk about how often I do things. I can give simple descriptions of the weather. I can identify the seasons.</p> <p>Checking your knowledge of adverbs of frequency. Checking your knowledge of the word order of adverbs of frequency. Practising adverbs of frequency.</p> <p>Looking at the cards and keying in the missing season word. Practising words for the seasons in the year. Listening to a conversation about a person's activities during different seasons and choosing correct answers. Listening to a man talking about the weather in the place where he lives, clicking on the words you hear and choosing the correct answers to complete sentences. Practising words to describe the weather. Practising the words for the seasons. Practising words to describe the weather.</p>
<p><b>6 – Spare time</b></p>	<p><b>Sport</b></p>	<p>I can talk about what I can and can't do. I can talk about what people can do. I can identify and talk about sports. I can give simple descriptions of injuries.</p> <p>Practising names for sports. Practising words for sports equipment. Matching words with pictures of injuries and treatments.</p> <p>Checking your knowledge of affirmative, negative and interrogative forms of 'can'. Practising the modal verb 'can/can't' for ability. Practising 'can' for ability.</p>
	<p><b>Hobbies</b></p>	<p>Rearranging sentences using 'can' to make correct questions and short answers. Checking your knowledge of adverbs of manner. Practising adverbs of manner.</p> <p>I can ask and answer questions about people's ability to do things. I can talk about my hobbies. I can talk about how people do things.</p> <p>Practising useful language to talk about hobbies. Practising types of hobbies.</p>

	<b>Likes and dislikes</b>	<p>I can talk about my likes and dislikes. I can understand and talk about what other people like and don't like. I can understand simple conversations about what people like and dislike. I can talk about hobbies.</p> <p>Practising the present simple of 'don't like'. Practising verb phrases expressing likes and dislikes.</p> <p>Matching pictures with sentences about likes and dislikes. Listening to four conversations about likes and dislikes and deciding who is speaking. Listening to two people talking about the sports they like and selecting the sports they like and don't like.</p>
	<b>TV</b>	<p>Practising names for different types of TV shows. Listening to people talking about TV shows. Practising the names for different types of films. Listening to six people talking about films and matching their names to the films they like.</p> <p>Practising using the modal verb 'can' for permission. Rearranging words to make requests using 'can'. Reading requests using 'can' and choosing the correct responses.</p> <p>I can ask for permission. I can understand and make requests. I can talk about TV programmes. I can understand simple conversations about TV shows.</p>
<b>7 – My world</b>	<b>Making suggestions</b>	<p>Using imperatives in affirmative and negative sentences. Using the imperative with 'let's'. Practising affirmative imperatives. Checking your knowledge of the imperative 'Let's'.</p> <p>I can understand and carry out simple instructions. I can give simple instructions. I can make simple suggestions.</p>
	<b>The weather</b>	<p>I can talk about what I am doing at the moment of speaking. I can ask and answer simple questions about what people are doing. I can speak about present weather conditions.</p> <p>Practising words to describe weather. Listening to the weather forecast and dragging the weather words and dropping them next to the correct place.</p> <p>Checking your knowledge of the present continuous affirmative.  Checking your knowledge of the present continuous negative.  Checking your knowledge of the present continuous interrogative.  Checking your knowledge of use of the present continuous. Practising the present continuous.</p>
	<b>Asking questions</b>	<p>I can ask and answer different kinds of questions. I can ask and answer questions in everyday contexts. I can ask and answer questions to explain what I need.</p> <p>Checking your knowledge of 'Wh-' questions that ask about a subject.  Checking your knowledge of 'Wh-' questions that ask about an object.  Practising forming questions with 'how' followed by an adjective.  Practising using questions starting with 'How'. Practising 'Do you' and 'Are you' for present simple questions.</p>

	<b>Animals</b>	<p>Checking your knowledge of comparatives formed by adding '-er' to the adjective. Checking your knowledge of 'more' + adjective. Practising comparative adjectives in people's opinions about spare-time activities. Practising the comparative form of adjectives.</p> <p>I can understand and make simple comparisons. I can talk about wild and domestic animals.</p> <p>Practising words you need to talk about domestic and wild animals.</p>
<b>8 – Travelling</b>	<b>Holidays</b>	<p>Listening to three mini dialogues and matching the holiday to the correct person. Listening to a guide talking to some tourists on safari and choosing correct information to complete a text.</p> <p>Checking your knowledge of superlatives formed by adding '-est' to the adjective. Checking your knowledge of superlatives formed by adding 'the most' before the adjective. Checking your knowledge of irregular superlatives. Practising comparatives using '-er' ... 'that', 'more' ... 'than' and 'less' ... 'than'.</p> <p>I can talk about different kinds of holiday. I can understand and make comparisons.</p>
	<b>Giving directions</b>	<p>Checking your knowledge of the prepositions of place 'across', 'past', 'among', '(a)round', 'away from' and 'beyond'. Practising giving directions using the imperative. Practising prepositions of place.</p> <p>Practising verbs and prepositions used to give directions in a building. Listening to someone talking about places in a town and choosing True or False to show where the places and people are.</p> <p>I can understand simple directions. I can give simple directions. I can give simple descriptions of a town.</p>
	<b>Journeys</b>	<p>Practising verb phrases with 'go', 'get' and 'have'.</p> <p>I can ask and answer simple questions about travelling. I can give simple descriptions of journeys. I can talk about different forms of transport.</p> <p>Practising words associated with travelling by plane. Practising words for forms of transport. Practising words for forms of transport by predicting the missing words in a text about Tokyo, then, keying in the correct word to complete sentences. Listening to a girl talking about her travel arrangements and clicking on the things she mentions.</p>
	<b>Travel plans for the future</b>	<p>I can talk about my plans for the future. I can ask and answer questions about my plans and other people's plans. I can speak about family relationships.</p> <p>Choosing words to complete sentences about relationships. Listening to a woman talking about her family and dragging the correct answers into the gap.</p> <p>Using the present continuous to talk about the future.</p>



Unit	Module	Content
<p><b>1 – Descriptions</b></p>	<p><b>Pictures</b></p>	<p>Practising comparative adjectives. Practising identifying vowel sounds. Practising the use of definite and indefinite articles. Checking your knowledge of the use of the indefinite article. Checking your knowledge of the definite article. Practising adverbs with the present continuous. Practising prepositions of place and movement.</p> <p>Listening to the boss of a graphic design studio talk about redesigning a company logo.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p> <p>I can understand enough to manage simple, routine exchanges without too much effort. I can understand short, simple text containing the most common words, including some shared international words.</p>
	<p><b>Clothes and accessories</b></p>	<p>Listening to the description of what people are wearing. Listening to a conversation about office dress codes. Listening to people talking about a bag. Listening to people talking about fashion in the past.</p> <p>Checking your knowledge of the present continuous. Practising the present continuous. Practising the use of possessive "s". Practising the use of 'like' as a preposition.</p> <p>I can generally identify the topic of discussion around me which is conducted slowly and clearly. I can understand the essential information from short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.</p>
	<p><b>People</b></p>	<p>You may wish to ask students to look for images of people on the Internet and have them ask questions to their classmates.</p> <p>Practising 'wh-' questions. Practising question words. Checking your knowledge of how to use 'wh-' question words. Practising 'wh-' question formation. Checking your knowledge of the present simple affirmative.</p> <p>I can generally understand clear, standard speech on familiar matters, although in a real life situation I might have to ask for repetition or reformulation.</p> <p>Listening to two people talking about themselves. Listening to the description of three people and of a house and deciding who lives there. Practising describing appearances. Listening to a conversation about pen pals.</p>

	<b>Buildings and cities</b>	<p>Practising vocabulary related to houses. Identifying stress in sentences that describe places. Practising vocabulary related to describing buildings. Listening to someone speaking about places in a town. Listening to someone describing a tour of Dublin. Doing a word search to find words related to houses and homes.</p> <p>I can understand short, simple texts written in common everyday language. I can understand enough to be able to meet concrete needs in everyday life provided speech is clear and slow.</p> <p>Checking your knowledge of the use of 'behind', 'between', 'in front of', 'near', 'next to' and 'opposite'. Practising the present simple and the present continuous.</p>
<b>2 – My world</b>	<b>Me</b>	<p>I can understand enough to manage simple, routine exchanges without too much effort. I can understand short simple texts written in common everyday language.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p> <p>Test 16 consists of 2 language exercises and one listening exercise.</p> <p>Practising questions to ask for personal information. Checking your knowledge of the interrogative form of the past simple regular. Practising the past simple 'wh-' questions. Practising regular and irregular forms of the past simple.</p> <p>Listen to people talking about their likes and dislikes. Listening to a conversation at an airport. Playing a game related to exchanging personal information. Listening to descriptions of people and deciding if statements are true or false.</p>
	<b>Families</b>	<p>Tests 08 and 21 consist of two language exercises and one vocabulary exercise.</p> <p>I can generally understand clear, standard speech on familiar matters, although in a real life situation I might have to ask for repetition or reformulation.</p> <p>Checking your knowledge of the form of possessive adjectives. Practising possessive adjectives.</p> <p>Checking your knowledge of the use of possessive adjectives. Practising the use of 'can' to express ability. Practising phrasal verbs. Testing your knowledge of a variety of language areas.</p> <p>Listening to a French woman talking about her family. Listening to a woman talking about her family. Using family trees to complete sentences. Using family trees to decide if the statements are true or false.</p>
	<b>Daily life</b>	<p>Practising the present simple of 'be'. Checking your knowledge of the use of 'be' in the present simple. Practising the present simple for routines. Checking your knowledge of the spelling of verbs in the present simple. Testing your knowledge of a variety of language areas.</p> <p>I can understand short, simple texts written in common everyday language. I can generally identify the topic of discussion around me which is conducted slowly and clearly.</p> <p>Practising vocabulary related to everyday activities. Listening to two people talking about what they do. Listening to people talking about their daily activities.</p>

	<p><b>Social life</b></p>	<p>Practising the present simple of 'be'. Practising connectors: 'so' and 'because'. Checking your knowledge of the use of the affirmative form of the future simple. Checking your knowledge of the interrogative form of the future simple. checking your knowledge of the negative form of the future simple.</p> <p>Listening to a boy and a girl talking about a party. Identifying a speaker's opinion from intonation. Listening to someone speaking about her colleagues at work. Practising responding to things people commonly say in social situations.</p> <p>I can understand enough to manage simple, routine exchanges without too much effort. I can understand short, simple text containing the most common words, including some shared international words.</p>
<p><b>3 – Food and drink</b></p>	<p><b>Eating and drinking</b></p>	<p>Practising vocabulary related to cooking. Matching words and drawings related to fruit and vegetables. Practising words related to eating and drinking. Listening to two people talking about the food they have for their camping holiday. Practising syllable stress in words related to fruit and vegetables. Listening to part of a conversation about international food.</p> <p>Remember that you can direct students to the 'News items' area to find news items that might be useful for this syllabus item. 'International food' has two parts.</p> <p>Checking your knowledge of the use of 'there is' and 'there are'. Practising the use of 'there is'/'there are' +countable/uncountable nouns. Checking your knowledge of the difference between countable and uncountable nouns.</p> <p>I can understand phrases and expressions related to immediate needs. I can understand enough to be able to meet concrete needs in everyday life provided speech is clear and slow.</p>
	<p><b>Eating habits</b></p>	<p>Breakfast all over the world' is a two-part listening exercise. If your students are a different nationality from the ones that appear in the activity, you may ask them to explain what the breakfast habits in their own countries are.</p> <p>Practising the difference between 'like' and 'would like'. Listening to children talking about what they eat. Listening to people talking about breakfast habits in different places.</p> <p>I can understand the essential information from short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.</p> <p>Practising the use of 'do' as an auxiliary verb. Checking your knowledge of the use of the present simple. Testing your knowledge of the difference between adjectives and adverbs and word order. Checking your knowledge of the affirmative form of the zero conditional. Practising the zero conditional. Checking your knowledge of the use of the zero conditional.</p>

	<p><b>Eating out</b></p>	<p>Checking your knowledge of the present simple interrogative. Practising prepositions of time 'at', 'in' and 'on'. Identifying the time in radio extracts. Checking your knowledge of 'would' to make offers.</p> <p>I can handle simple business in shops, post offices and banks. I can understand enough to be able to meet concrete needs in everyday life provided speech is clear and slow.</p> <p>You may wish to direct students to restaurant sites on the web and have them choose their favourite restaurant and explain why they like it.</p> <p>Listening to a woman booking a table at a restaurant. Listening to radio extracts to identify the time. Listening to someone ordering food in a restaurant. Listening to two people ordering food. Practising the language used in restaurants when eating out with clients. Identifying stress in sentences and questions.</p>
	<p><b>Party food</b></p>	<p>I can generally understand clear, standard speech on familiar matters, although in a real life situation I might have to ask for repetition or reformulation.</p> <p>Practising the use of the conjunctions 'and', 'but' and 'or'. Contrasting the use of the conjunctions 'and', 'but' and 'or'. Checking your knowledge of coordinating connectors.</p> <p>Identifying stress in two and three-syllable words. Listening to a woman talking about her birthday party plans. Identifying stressed syllables in single words. Listening to conversations about a party.</p>
<p><b>4 – Health and body</b></p>	<p><b>Parts of the body</b></p>	<p>Practising words for parts of the body. Playing a game to practise the parts of the body. Practising vocabulary related to parts of the body. Identifying the same vowel sounds in single words.</p> <p>Checking your knowledge of the uses of reflexive pronouns and possessive adjectives. Checking your knowledge of the uses of apostrophe "s". Practising the position of adjectives.</p> <p>Remember that you can direct students to the 'News items' area to find news items that might be useful for this syllabus item.</p> <p>I can understand phrases and expressions related to immediate needs. I can understand the essential information from short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly. I can understand short, simple texts written in common everyday language.</p>
	<p><b>Keeping fit</b></p>	<p>I can understand phrases and expressions related to immediate needs. I can understand enough to be able to meet concrete needs in everyday life provided speech is clear and slow.</p> <p>Listening to instructions given at a gym lesson. Practising the use of 'play', 'go' and 'do' with sports. Listening to people talking about their favourite sport. Listening to an interview about sport.</p> <p>Practising imperative verbs. Checking your knowledge of imperatives. Practising sports verbs. Practising adverbs of frequency: 'always', 'usually', 'sometimes' and 'never'. Checking your knowledge of adverbs of frequency.</p>

	<b>Doing sport</b>	<p>I can catch the main point in short, clear, simple messages and announcements. I can understand the essential information from short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.</p> <p>Listening to people talking about sport. Practising ordinal numbers. Listening to a radio report about a football stadium. Playing a game identifying lexical sets. Listening to someone talking about swimming with a whale. Doing a web project about sport in the USA.</p> <p>Checking your knowledge of verbs followed by '-ing' forms.</p>
	<b>Health problems</b>	<p>Checking your knowledge of the past simple affirmative of be. Contrasting the use of 'was' and 'were'. Checking your knowledge of the past simple use of 'be'. Practising quantifiers. Checking your knowledge of 'little/a little', 'few/a few'.</p> <p>I can identify specific information in simple written material such as letters, brochures and short newspaper articles describing events.</p> <p>Distinguishing between formal and informal statements. Practising the correct use of words and the understanding of a text. Selecting which points are made about health and safety. Practising words for different types of health problems. Playing a game identifying words that don't belong to lexical sets.</p> <p>The language level of 'Health and safety' may seem somewhat high for the students. However, you may wish to take advantage of this opportunity to practise the skill of guessing the meaning of unfamiliar words from the context.</p>
<b>5 – Travelling</b>	<b>Directions</b>	<p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p> <p>I can understand everyday signs and notices in public places, such as streets, restaurants, railway stations and in workplaces. I can understand simple directions relating to how to get from X to Y, by foot or public transport.</p> <p>Practising the use of 'there is', 'there are', 'there isn't' and 'there aren't'. Checking your knowledge of other tenses of 'there + be'. Practising prepositions of place. Checking your knowledge of the prepositions of place 'across', 'past', 'among', '(a)round', 'away from' and 'beyond'.</p>
		<p>Interpreting information on a map. Listening to directions in an office. Practising giving directions in a town. Identifying polite or impolite intonation in questions. Playing a game following directions.</p>
	<b>Going places</b>	<p>I can understand the essential information from short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.</p> <p>Contrasting the prepositions of place 'at' and 'to'. Practises the use of the prepositions 'at', 'on', 'in', 'to' and 'into'.</p> <p>Listening to an interview about somebody's work. Practising words you need to talk about travelling. Practising words and phrases commonly used when travelling on business. Listening to two people talking about travelling around in a large city.</p>

	<p><b>Other countries</b></p>	<p>I can understand enough to be able to meet concrete needs in everyday life provided speech is clear and slow.</p> <p>Practising future tenses: 'will', 'going to' and the present continuous. Identifying the main syllable stress in countries and nationalities within three pattern groups. Checking your knowledge of the different uses of the future with 'going to'. Practising the use of future forms.</p> <p>Practising syllable stress in single words. Playing a game that tests knowledge and skills. Identifying the main syllable stress in countries and nationalities. Listening to an interview about a family going to live on a desert island. Listening to a teacher from Mozambique talking about important events in his life.</p>
	<p><b>Transport</b></p>	<p>I can understand enough to be able to meet concrete needs in everyday life provided speech is clear and slow. I can understand specific information in simple written material such as letters, brochures, menus and timetables.</p> <p>Practising the present continuous for future use. Checking your knowledge of the different tenses to talk about the future. Practising comparative and superlative adjectives. Testing your knowledge of present simple and present continuous and object and possessive pronouns.</p> <p>Listening to people talking about how they travel to work in Turkey. Practising words used to talk about airports. Practising words used when describing air travel. Listening to two people talking about a new way to travel from the UK to France. Doing a project about Heathrow Airport.</p>
<p><b>6 – The natural world</b></p>	<p><b>Animals</b></p>	<p>Matching words and drawings related to domestic animals, wild animals, extreme weather and jobs. Practising names of animals. Completing a text about the ant and the grasshopper. Listening to a recording about pets. Doing a web project about London Zoo.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item. Elementary test 17 is made up of two language exercises and one listening activity.</p>
		<p>I can understand enough to be able to meet concrete needs in everyday life provided speech is clear and slow. I can understand short simple texts written in common everyday language.</p> <p>Checking your knowledge of 'wh-' questions that ask about a subject. Practising question word order.</p> <p>Checking your knowledge of 'wh-' questions that ask about an object. Practising the comparative form of adjectives. Checking your knowledge of comparatives formed by adding '-er' to adjectives. Practising the past simple. Testing your knowledge of a range of language areas.</p>

	<p><b>Marine life</b></p>	<p>Checking your knowledge of the present simple passive form. Checking your knowledge of the use of 'by' + agent in passive sentences.</p> <p>Academic Reading Passage 2: Seabirds' provides useful practice to develop three different reading techniques.</p> <p>Reading a text about seabirds. Identifying specific information in a text. Completing a summary about sea birds. Choosing the correct option in a multiple-choice question about the text as a whole. Listening to facts about corals. Reading a text about marine life. Playing a game labelling beach objects.</p> <p>I can identify specific information in simple written material such as letters, brochures and short newspaper articles describing events. I can understand the essential information from short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.</p>
	<p><b>Geography</b></p>	<p>I can understand the essential information from short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.</p> <p>Listening to an interview with a park keeper. Listening to a recording about tropical rainforests in Belize. Listening to someone telling a group of young adults about the possibility of going on an expedition. Listening to the story of the first man to ski down Everest and completing a text. Listening to someone talking about his trip to South America.</p> <p>Practising the use of articles before nouns. Practising definite and indefinite articles and the zero article. Testing your knowledge of different language areas. Checking your knowledge of the zero article. Contrasting 'the' with the zero article. Practising the use of the definite article 'the' and the zero article.</p>
	<p><b>The weather</b></p>	<p>Testing your knowledge of prepositions 'at', 'in', 'on' and indefinite pronouns, 'some + thing/one' and 'any + thing/one'. Checking your knowledge of use of the past simple regular. Practising the past simple.</p> <p>I can catch the main point in short, clear simple messages and announcements. I can understand short simple texts written in common everyday language.</p>
		<p>Playing a 'weather poker' game. Practising words for different types of weather. Listening to weather reports. Listening to two people talking about what they like and dislike about winter and completing a text. Listening to climate information for various tourist destinations. Using information to complete a list with figures for sunshine, temperature and rainfall. Listening to a boy talking about his school winter festival and completing a text. Listening to two travel agents talking about customer complaints.</p>

<p><b>7 – People</b></p>	<p><b>Relationships</b></p>	<p>Listening for mood and tone of voice in telephone messages. Listening to two teenagers talking about a friend they're worried about. Listening to a boy asking a girl out.</p> <p>Practising present perfect questions. Practising the present perfect with 'ever' and 'never'. Checking your knowledge of the use of 'ever' and 'never'. Practising mixed prepositions. Checking your knowledge of the present perfect affirmative. Checking your knowledge of the present perfect negative.</p> <p>I can catch the main point in short, clear simple messages and announcements. I can understand short simple texts written in common everyday language. I can understand the essential information from short recorded messages dealing with predictable everyday matters which are spoken slowly and clearly.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p>
	<p><b>Schooldays</b></p>	<p>I can understand phrases and expressions related to immediate needs. I can understand enough to be able to meet concrete needs in everyday life provided speech is clear and slow.</p> <p>Practising the difference between the present simple and the present continuous. Checking your knowledge of present simple and continuous use. Practising the verb 'to be' in the present simple. Practising the future with 'will' and 'won't'. Checking your knowledge of the use of 'must' and 'have to'.</p> <p>Practising words and phrases you need to talk about education. Reading a text about the environment.</p>
	<p><b>Shopping</b></p>	<p>I can understand phrases and expressions related to immediate needs. I can understand enough to be able to meet concrete needs in everyday life provided speech is clear and slow.</p> <p>Listening to conversations in a shop. Listening to a conversation between a shop assistant and a customer. Listening to people asking about how much things cost. Listening to a telephone sales person trying to sell an advertisement. Listening to someone making a complaint.</p> <p>Checking your knowledge of 'much' and 'many'. Practising 'much' and 'many'. Practising 'a lot of', 'a little', 'a few', 'too many', 'too much' and 'enough'.</p>
	<p><b>Having fun</b></p>	<p>I can generally understand clear, standard speech on familiar matters, although in a real life situation I might have to ask for repetition or reformulation. I can understand short, simple text containing the most common words, including some shared international words.</p> <p>Contrasting the '-ing' form and the 'to-' infinitive. Checking your knowledge of the difference between the infinitive and '-ing' forms. Contrasting the past simple and past continuous. Checking your knowledge of relative pronouns. Practising the use of relative pronouns. Testing your knowledge of question words and the present simple.</p> <p>Listening to two people talking about what they do. Listening to an interview with a schoolgirl who has her own company. Listening to a young boy talking about a trip to the cinema.</p> <p>Elementary Test 04 consists of two language activities and one listening activity.</p>

<p><b>8 – The past</b></p>	<p><b>Yesterday</b></p>	<p>I can understand short simple texts written in common everyday language.</p> <p>Reading about somebody’s activities. Matching sentences and pictures of people doing different activities. Identifying which form of an irregular verb you hear, the past or past participle.</p> <p>Practising the use of the affirmative form of the past simple. Practising the use of the past simple. Checking your knowledge of irregular verbs in the past simple. Practising all forms of the past simple. Checking your knowledge of the use of the past simple irregular.</p> <p>Remember that you can direct students to the ‘News Items’ area to find news items that might be useful for this syllabus item.</p>
	<p><b>Past stories</b></p>	<p>Contrasting the past simple and the past continuous. Checking your knowledge of the past continuous affirmative. Practising the past continuous. Checking your knowledge of the negative form of the past continuous. Checking your knowledge of the use of the past continuous. Practising the past continuous.</p> <p>I can understand short, simple text containing the most common words, including some shared international words.</p> <p>Completing a short story. Completing a humorous story. Completing a crime story.</p>
	<p><b>Past events</b></p>	<p>Checking your knowledge of the past simple passive form. Testing your knowledge of various tense forms. Testing your knowledge of different types of questions. Checking your knowledge of the affirmative full and short forms of the past perfect. Checking your knowledge of various grammatical items. Checking your knowledge of when to use the past perfect.</p> <p>Pre-intermediate Test 11 consists of two language activities and one listening activity. Paper 1 Part 5 provides useful practice for students preparing the KET exam.</p>
		<p>I can generally understand clear, standard speech on familiar matters, although in a real life situation I might have to ask for repetition or reformulation. I can identify specific information in simple written material such as letters, brochures and short newspaper articles describing events.</p> <p>Reading and completing a text about chewing gum. Listening to someone talking about dinosaurs. Listening to a talk about archaeological searches for dinosaur evidence. Completing a text about dinosaurs with missing information from a recording. Listening to a talk about dinosaurs and choosing the correct answer. Listening to a conversation about Sir Ranulph Fiennes.</p>
	<p><b>Now and then</b></p>	<p>I can understand short simple texts related to my job. I can understand short simple texts written in common everyday language.</p> <p>Checking your knowledge of the use of the present perfect affirmative. Practising the present perfect with ‘for’ and ‘since’. Checking your knowledge of the use of the present perfect. Practising the present perfect with ‘just’. Practising word order with adverbs of time.</p> <p>Completing a text about someone who has moved to London. Reading and completing a text about people who work in a department store. Reading and completing a text about a travel agent.</p>



Unit	Module	Content
1 – People	Behaviour and character	<p>Listening to the descriptions of four people. Practising adjective formation to talk about behaviour and character. Reading a text about noisy neighbours. Reading a text about job interviews. Practising synonyms to describe people.</p> <p>I can understand straightforward texts on subjects related to my field of interest. I can guess the meaning of unknown words from the context and understand sentence meaning if the topic discussed is familiar.</p> <p>Remember that you can direct students to the 'Headline news' area to find news items that might be useful for this syllabus item.</p> <p>Using 'would' to talk about predictable behaviour. Practising the present simple and the present continuous. Using negative prefixes to form negative adjectives.</p>
	Habits and lifestyle	<p>Describing past habits and customs. Reading about a famous person. Listening to a woman talk about her best friend.</p> <p>Students are likely to find the reading passage quite challenging. Give them practice in looking for information in a text and dealing with new vocabulary before they attempt the task on their own. Only Tasks 1 and 2 of 'Academic Reading Passage 2' are included. You may wish to revise tense changes in reported speech before students do 'The Spy Granny'.</p> <p>I can search one long or several short texts to locate specific information I need to help me complete a task.</p> <p>Using 'used to' and 'would' to talk about past habits and states. Practising reported speech. Using 'so', 'neither' and 'nor'.</p>
	Personality and emotions	<p>Women Entrepreneurs' will provide useful practice for this syllabus item even though its language level might seem somewhat high to students. You may wish to help them deal with difficult vocabulary before attempting the exercise.</p> <p>Listening to someone talking to different people. Listening to identify people's attitude by means of intonation and stress. Listening to people dealing with dissatisfied customers. Describing a horrible job. Reading about women as entrepreneurs.</p> <p>Using the infinitive to give advice. Using the past simple and present perfect to describe a job. Using quantifiers. Checking your knowledge of the use of 'been' and 'gone'.</p> <p>I can understand straightforward factual information about common every day or job-related topics, identifying both general messages and specific details, provided the speech is clear and generally familiar accent is used.</p>

	<p><b>Problems and ambitions</b></p>	<p>I can find and understand general information I need in everyday material, such as letters, brochures and short official documents. I can generally follow the main points of extended discussion around me, provided speech is clear and in standard language.</p> <p>Using 'should' and 'shouldn't' to give advice. Checking your knowledge of 'should' and 'ought to' to give advice. Checking your knowledge of the use of the first conditional. Checking your knowledge of the use of the second conditional. Practising the first, second and third conditional. Checking your knowledge of 'would' in the second and third conditionals.</p> <p>Listening to people giving advice. Listening to someone talk about his professional career. Reading about how to be successful at job interviews.</p> <p>How to succeed at an interview' will provide useful practice for this syllabus item even though its language level might seem somewhat high to students. You may wish to help them deal with difficult vocabulary before attempting the exercise.</p>
<p><b>2 – Spare time</b></p>	<p><b>Cinema</b></p>	<p>I can catch the main points in broadcasts on familiar topics and topics of personal interest when the language is relatively slow and clear.</p> <p>Practising the present perfect with 'for' and 'since'. Practising the use of conjunctions 'and' and 'but'. Contrasting the past simple and the past perfect. Testing your knowledge of passives and prepositions of time.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item. You may wish to revise passive forms before students attempt 'Intermediate Test 02'</p> <p>Listening to a radio programme about films. Reading a text about the Titanic. Listening about how cartoons are made. Reading about Marilyn Monroe.</p>
	<p><b>Holidays</b></p>	<p>I can find and understand general information I need in everyday material, such as letters, brochures and official documents. I can understand the main points of clear standard speech on familiar matters which occur regularly.</p> <p>A great time' will provide useful practice for this syllabus item even though its language level might seem somewhat low to students. You may wish to elicit synonyms to expand vocabulary.</p> <p>Practising verbs and nouns to describe holiday activities. Practising superlatives. Practising the use of object pronouns. Practising the use of adjectives to describe an outdoor activity. Practising the past simple.</p> <p>Listening to people talking about their holidays. Completing a text about Rio de Janeiro. Listening to a conversation about pony-trekking.</p>

	<p><b>Sport</b></p>	<p>I can search one long or several short texts to locate specific information I need to help me complete a task. I can catch the main points in broadcasts on familiar topics and topics of personal interest when the language is relatively short and clear.</p> <p>The Exam Preparation Exercise about BASE jumping will provide useful practice for this syllabus item even though some vocabulary might seem somewhat high to students. You may wish to take advantage of this to practice the skill of guessing the meaning of unknown words from the context.</p> <p>Practising the use of 'does', 'goes' and 'plays'. Practising the use of 'must' for obligation. Contrasting active and passive verbs. Checking your knowledge of the passive form of modals. Checking your knowledge of the passive form of the present continuous.</p> <p>Using collocations related to football. Reading about the rules of football. Reading a text about the FIFA World Cup. Listening to a conversation about windsurfing. Reading about BASE jumping.</p>
	<p><b>Music</b></p>	<p>Practising vocabulary related to music. Listening to an interview with a rock star. Reading about the origins of blues. Reading about the history of blues music to do a matching exercise and answer questions. Listening to a conversation with an independent musician. Looking for information on the Internet to do a project on Cuban music.</p> <p>Practising reported questions. Checking your knowledge of 'yes/no' reported questions. Checking your knowledge of 'wh-' reported questions. Checking your knowledge of direct speech. Checking your knowledge of tense changes in reported speech.</p> <p>I can understand the main points of clear and standard speech on familiar matters which occur regularly. I can search one long or several short texts to locate specific information I need to help me complete a task.</p> <p>Academic Reading Passage 3: Blues music', Tasks 1 and 2 will provide useful practice for this syllabus item even though its language level might seem somewhat high to students.</p>
<p><b>3 – Shopping</b></p>	<p><b>Shopping around</b></p>	<p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item. The Grammar Reference Units will provide useful practice for this syllabus item even though its language level might seem somewhat low to students.</p> <p>Practising expressions and phrases you might need for shopping. Practising the names of shops and what can be bought in them. Listening to conversations of people buying and selling things on radio programmes.</p> <p>I can understand the information content of the majority of recorded or broadcast audio material about familiar subjects spoken relatively slowly and clearly.</p> <p>Practising the use of 'much' and 'many'. Practising the use of 'some', 'any', 'no', 'a/an'.</p>

	<p><b>Food and clothes</b></p>	<p>Practising the comparative and superlative forms of adjectives. Practising different forms of the passive. Checking your knowledge of 'more' + adjective. Checking your knowledge of the past continuous passive. Checking your knowledge of the passive of 'shall/will'.</p> <p>Listening to a conversation about healthy food in supermarkets. Using information on the Internet to do a project on high street stores.</p> <p>When doing the web project 'High Street Stores' you may wish to direct the students to the companies' home pages first and ask a few general questions. Help students with difficult vocabulary. Highlight useful phrases. This web project will provide useful practice for this syllabus item even though the level of language and the information load might seem somewhat high to students.</p> <p>I can follow clear speech in everyday conversation, though in a real life situation I will sometimes have to ask for repetition of particular words and phrases. I can recognize the general line of argument in a text but not necessarily in detail.</p>
	<p><b>Advertising</b></p>	<p>Reading a text about advertising a job. Practising words associated with marketing. Reading about comments made at a meeting about advertising.</p> <p>Practising prepositions following verbs, nouns and adjectives. Checking your knowledge of the use of nouns followed by prepositions: 'on', 'to', 'of', 'about', 'for', 'in'. Checking your knowledge of verbs followed by prepositions. Practising the use of verbs followed by prepositions. Practising the use of 'say' and 'tell' in reported statements. Checking your knowledge of the use of 'say' and 'tell' in reported speech. Practising the use of countable and uncountable nouns.</p> <p>I can follow clear speech in everyday conversation, though in a real life situation I will sometimes have to ask for repetition of particular words and phrases. I can recognize the general line of argument in a text but not necessarily in detail.</p>
	<p><b>The shopping business</b></p>	<p>I can understand straightforward factual information about common every day or job-related topics. Identifying both general messages and specific details, provided speech is clear and a general familiar accent is used. I can recognize significant points in straightforward newspaper articles on familiar subjects.</p> <p>Revising a variety of verb tenses. Practising the use of linking words. Practising compound nouns. Checking your knowledge of the use of the present simple, the present continuous and the present perfect. Checking your knowledge of the difference between the present simple and the present perfect.</p> <p>Listening to a business world report. Reading about online shopping. Reading an article about retail companies and extracting the main points to answer questions. Reading a news story about corporate competition. Reading about prices.</p>

<p><b>4 – Food and drink</b></p>	<p><b>Delicious food</b></p>	<p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item. You may wish to revise the language we use to talk about likes and dislikes.</p> <p>I can search one long or several short texts to locate specific information I need to help me complete a task.</p> <p>Identifying sentence stress. Checking your knowledge of countable and uncountable nouns. Practising word stress in sentences. Practising the use of quantity words.</p> <p>Practising vocabulary related to eating and drinking. Practising vocabulary about food. Using information on the Internet to do a project about chocolate. Practising vocabulary related to categories of food.</p>
	<p><b>Cooking</b></p>	<p>I can understand the main points of clear standard speech on familiar matters which occur regularly. I can understand straightforward texts on subjects related to my fields of interest.</p> <p>Contrasting definite, indefinite and zero articles. Practising words and phrases that describe quantity. Checking your knowledge of the use of 'a lot of', 'lots of', 'loads of', 'several'. Checking your knowledge of the use of 'all', 'half', 'none', 'the whole', and 'most'. Practising the determiners 'both', 'either', 'none', 'all' and 'each'.</p> <p>Practising words and phrases associated with cooking and preparing food. Practising vocabulary connected with recipes. Listening to someone speak about a cookery course.</p>
	<p><b>Eating out</b></p>	<p>Practising vocabulary used when eating out. Identifying the main stress in sentences and questions we use when eating out. Listening to a conversation about international food. Reading a text about a typical English café.</p> <p>Checking your knowledge of the use of 'both ... and', 'either ... or', 'neither ... nor'. Checking your knowledge of the use of 'no', 'none/ none of', 'neither of'. Checking your knowledge of the use of 'each' and 'every'.</p> <p>I can follow clear speech in everyday conversation, though in a real life situation I will sometimes have to ask for repetition of particular words and phrases. I can search one long or several short texts to locate specific information I need to help me complete a task.</p>
	<p><b>Eating habits</b></p>	<p>Checking your knowledge of the use of '(not) enough' and 'too' + adjective + infinitive. Practising the use of 'too' and 'enough'. Checking your knowledge of irregular countable nouns ending in '-ves'</p> <p>Food and Nutrition' will provide useful practice for this syllabus item even though it might seem somewhat challenging to students. You may wish to pre-teach the names of minerals commonly found in food.</p> <p>I can understand the main points of clear standard speech on familiar matters which occur regularly. I can follow a lecture or a talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly organized.</p> <p>Listening to people from around the world talking about what they have for breakfast. Listening to a conversation about food and nutrition. Looking at information on the Internet to do a web project on regional food in the USA.</p>

<p><b>5 – Future</b></p>	<p><b>Plans for the future</b></p>	<p>Practising the future continuous. Checking your knowledge of the use of the future continuous. Practising the use of the present continuous with future meaning. Practising various future tenses. Testing your knowledge of the use of the present continuous and future tenses.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p> <p>Listening to a musician talking about his future career. Reading about a woman's plans for the week. Reading a letter about a journey around the world. Listening to someone talking about a plan to kidnap a horse.</p> <p>I can understand the main points of clear standard speech on familiar matters which occur regularly. I can understand the description of events, feelings and wishes in personal letters well enough to correspond with a friend or acquaintance.</p>
	<p><b>What the future holds</b></p>	<p>Practising the future with 'will' and 'won't'. Deciding why people use the future form. Contrasting the use of 'will' and 'won't', 'going to' and the present continuous. Checking your knowledge of the future continuous affirmative. Checking your knowledge of the future continuous negative.</p> <p>Reading a questionnaire about the future. Listening to telephone messages. Listening to people arranging to meet.</p> <p>I can understand straightforward texts on subjects related to my fields of interest. I can understand the main points of clear standard speech on familiar matters which occur regularly.</p>
	<p><b>Science or science fiction?</b></p>	<p>Practising reported questions and answers. Practising future forms. Checking your knowledge of expressing the future in the past. Contrasting the use of the past simple and the present perfect.</p> <p>Playing a game about space exploration. Practising vocabulary about astronomy. Listening to someone interviewing an astronaut. Listening to a news story about home in the future. Completing a text about UFOs. Playing a problem-solving game about setting up a business on a new planet.</p> <p>I can follow clear speech in everyday conversation, though in a real life situation I will sometimes have to ask for repetition of particular words and phrases.</p>
	<p><b>Life in the future</b></p>	<p>Practising the use of the future perfect. Checking your knowledge of the use the future perfect. Checking your knowledge of the use of the future perfect interrogative. Practising the use of the present simple and continuous to speak about the future. Checking your knowledge of how to use the present simple of 'be' to talk about events in the future.</p> <p>Completing texts about life in the future. Listening to a talk about the environment and the future. Completing a text about the future of English. Listening to two teachers talking about the future of learning English.</p> <p>I can follow a lecture or a talk within my own fields, provided the subject matter is familiar and the presentation straightforward and clearly organized.</p>

<p><b>6 – Health</b></p>	<p><b>Health problems</b></p>	<p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p> <p>I can find and understand general information I need in everyday material, such as letters, brochures and short official documents. I can follow clear speech in everyday conversation, though in a real life situation I will sometimes have to ask for repetition of particular words and phrases.</p> <p>Practising vocabulary related to health problems. Practising vocabulary related to parts of the body. Listening to someone talk about an illness.</p> <p>Checking your knowledge of the use of reflexive pronouns and 'each other'. Practising the use of the future simple. Contrasting the use of the present simple and 'will + infinitive' to talk about the future.</p> <p>Checking your knowledge of the difference between 'will/won't' and the present simple to talk about the future. Checking your knowledge of the uses of reflexive and object pronouns. Testing your knowledge of tense and quantifiers.</p>
	<p><b>Healthy lives</b></p>	<p>Playing a game to identify words that belong to different lexical sets. Listening to a conversation about healthy lifestyles. Listening to a conversation about healthy food in supermarkets. Listening to someone giving a talk on life in London in the 17th century. Reading an article about health in the workplace.</p> <p>I can generally follow the main points of extended discussion around me, provided speech is clear and in standard language. I can understand the main points of clear standard speech on familiar matters which occur regularly. I can recognize significant points in straightforward newspaper articles on familiar subjects.</p> <p>Contrasting the present simple and the present continuous. Practising different tenses to talk about the past. Checking your knowledge of the use of the past perfect affirmative. Checking your knowledge of the use of the future perfect negative.</p> <p>'Molly in the Building of Fire' may seem somewhat easy for the level of the students but it may provide a good opportunity for expanding associated vocabulary. '1660s London' provides useful practice of past tenses and it also gives students an insight into how different life conditions were in the past. Students may find some vocabulary items difficult so you may wish to pre-teach them before they attempt the task. 'Past tenses' also provides useful practice of vocabulary associated with going to the dentist. 'Fit offices' Tasks 1 and 2 may provide a good starting point for a class discussion of work conditions.</p>
	<p><b>Becoming older</b></p>	<p>I can understand the main points of clear standard speech on familiar matters which occur regularly.</p> <p>Checking your knowledge of the use of 'could' to express ability in the past. Checking your knowledge of using 'can', 'may' and 'be allowed to' to express permission. Practising the use of comparatives and superlatives. Checking your knowledge of '(not) as ... as'; 'less ... than'.</p> <p>Listening to a conversation about what two people could do when they were younger. Reading a text about the differences between being young in the present and in the past. Listening to an interview about life in the 1920s. Listening to a conversation about ageing workforce.</p> <p>'A demographic challenge' may be used as a springboard for a class discussion on how becoming old may affect performance at work.</p>

	<b>Keeping fit</b>	<p>I can understand the main points of clear standard speech on familiar matters which occur regularly.</p> <p>Checking your knowledge of the use of '-ing' forms and infinitives. Practising the use of 'should' and 'shouldn't' to express advice. Checking your knowledge of the use of the infinitive without 'to'. Checking your knowledge of modal verbs formed by the infinitive without 'to'.</p> <p>Listening to a conversation about cycling. Listening to a conversation about how to keep fit. Listening to a conversation about the services offered at a sports club.</p>
<b>7 – The natural world</b>	<b>The animal kingdom</b>	<p>Practising building vocabulary associated with animals and how they live. Practising the vocabulary we use to associate animals and the sounds they make. Reading a joke about a dog. Playing a game about street cats.</p> <p>I can understand straightforward texts on subjects related to my field of interest. I can recognize a general line of argument in a text but not necessarily in detail.</p> <p>Using suffixes to make nouns from verbs. Practising all forms of the passive. Practising the past simple. Playing a game to practise forming questions. Checking your knowledge of the present perfect passive.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item. The language level of 'Street cats' may seem somewhat low for the students but it provides useful practice of forming sentences.</p>
	<b>The environment</b>	<p>I can understand the information content of the majority of recorded or broadcast audio material about familiar subjects spoken relatively slowly and clearly. I can recognize significant points in straightforward newspaper articles on familiar subjects.</p> <p>Checking your knowledge of word order with different types of phrasal verbs. Checking your knowledge of phrasal verbs. Practising the difference between the present simple and the present continuous. Practising the present passive.</p> <p>Listening to a recording about rainforests. Practising phrasal verbs related to a text about protecting the environment. Reading a text about how young people can protect the environment.</p>
	<b>Environmental problems</b>	<p>The vocabulary level of 'Lights' may seem somewhat high for the students so you may wish to use the text to develop the ability of guessing the meaning of unfamiliar words from the context before the students attempt the task on their own.</p> <p>Practising the present perfect simple and continuous. Checking your knowledge of the difference between the present perfect simple and continuous. Practising the present passive.</p> <p>I can generally follow the main points of extended discussion around me, provided the speech is clear and in standard language. I can understand straightforward texts on subjects related to my fields of interest.</p> <p>Practising vocabulary related to environmental issues. Listening to teenagers talking about environmental problems and what they can do. Listening to a text about how tourism affects the environment. Practising vocabulary related to environmental issues. Reading a text about light pollution.</p>

	<p><b>Global warming and the forces of nature</b></p>	<p>Practising the past perfect simple and continuous. Practising a variety of past tenses. Practising a variety of tense forms. Practising a variety of modal verbs. Checking your knowledge of the difference between the past perfect simple and continuous.</p> <p>Playing a game to practise vocabulary related to the weather and pollution. Listening to a weather forecast. Reading a text about tidal waves. Reading a text about natural disasters. Completing a text about volcanoes.</p> <p>I can understand the information content of the majority of recorded or broadcast audio material about familiar subjects spoken relatively slowly and clearly. I can understand straightforward texts on subjects related to my field of interest.</p>
<p><b>8 – Education</b></p>	<p><b>School</b></p>	<p>Remember that you can direct students to the ‘News Items’ area to find news items that might be useful for this syllabus item. This might be the first time your students attempt essay writing. You may wish to supply guidelines on register and style before they do the task. You may also wish to discuss the model and comments as a class.</p> <p>I can give reasons and explanations for opinions, plans and actions. I can write very brief reports, which pass on routine factual information and state reasons for actions.</p> <p>Practising the use of articles. Practising the use of ‘neither’ and ‘so’. Practising phrasal verbs with ‘up’. Practising the future with ‘will’ and ‘won’t’. Checking your knowledge of phrasal verbs.</p> <p>Practising collocations related to the routine of going to school. Practising phrasal verbs related to school subjects. Listening to two students talking about the school library. Writing an essay on exam stress.</p>
	<p><b>Students</b></p>	<p>I can follow clear speech in everyday conversation, though in a real life situation I will sometimes ask for repetition of particular words and phrases. I can follow a lecture or a talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly organized.</p> <p>Practising the use of modals that express obligation and necessity.</p> <p>Students talking over coffee’ provides useful practice on common contracted forms which might be difficult for students to understand in real time speech.</p> <p>Listening to the daily schedules of students. Listening to people talking about memories of student life. Practising informal spoken contractions. Listening to students talk about their studies of local history.</p>
	<p><b>Teachers and learning</b></p>	<p>I can generally follow the main points of extended discussion around me, provided the speech is clear and in standard language. I can understand straightforward factual information about common every day or job-related topics. Identifying both general messages and specific details, provided speech is clear and generally familiar accent is used.</p> <p>Listening to someone talking about learning languages. Listening to someone talk about why she chose to be a teacher. Reading a text about organizing a teachers’ conference.</p>

		Practising the use of 'if', 'unless', 'in case', 'as long as' and 'when'. Practising conditional sentences with 'if' and 'unless'. Checking your knowledge of connectors of condition. Testing your knowledge of a variety of language areas. Listening to a dialogue to practise the use of 'if', 'unless' and 'when'.
	<b>Work and study</b>	<p>I can understand the information content of the majority of recorded or broadcast audio material about familiar subjects spoken relatively slowly and clearly. I can generally follow the main points of extended discussion around me, provided speech is clear and in standard language.</p> <p>Practising linking words and phrases. Practising connecting words. Checking your knowledge of connectors of condition.</p> <p>Practising collocations with 'get', 'do' and 'make'. Listening to someone talking about his career. Practising vocabulary related to university studies. Listening to someone booking a place on a training course. Listening to a radio programme about activity courses.</p>

## CEFR Level B2



Unit	Module	Content
<b>1 – People</b>	<b>Famous people</b>	<p>Listening to someone interviewing a young star. Reading a text about Picasso. Reading a short biography of Cher. Reading a text about Dali to practise word formation. Reading a text about Bob Marley.</p> <p>Identifying direct and indirect questions. Practising reported speech and questions. Practising passive voice and causatives. Practising pronouns 'who', 'where', 'whose', 'when' and 'which'. Checking your knowledge of the use of relative clauses. Practising defining and non-defining relative clauses.</p> <p>I can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, academic or vocational life. Only extreme background noise, unclear structure and/or idiomatic usages cause problems.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item. You may wish to expand the topic by asking students to provide samples of the work of the famous people included in this syllabus item.</p>
	<b>Social customs and traditions</b>	<p>Practising 'used to' to describe past habits and customs. Checking your knowledge of the use of the third conditional. Practising the third conditional affirmative. Testing your knowledge of tenses and the third conditional.</p> <p>I can follow extended speech and complex lines of argument provided the topic is reasonably familiar and the direction of the talk is clearly stated by the speaker. I have a broad reading vocabulary, but I sometimes experience difficulty with less common words and phrases.</p>

		<p>Playing a game to identify formal and informal language. Listening to a conversation about lucky charms in different countries. Writing a reply letter to your English host family.</p> <p>Upper Intermediate Test 03' consists of two language activities and one listening activity. Paper 2 Part 1 is a reply letter to an English family in which the student gives information about her/himself. You may wish to brainstorm with the class perceived cultural differences between the student and the English family.</p>
	<p><b>Celebrations and special occasions</b></p>	<p>Practising adjective order. Checking your knowledge of adjective order. Practising 'have' followed by an object and either infinitive or '-ing'. Practising modals of ability. Checking your knowledge of the difference between the use of 'could' and 'be able to' to talk about ability.</p> <p>Festivals around the world' provides interesting information about festivals in different countries. You may wish to ask your students to look up information about their own country if different from the ones presented in the project.</p> <p>I can read many kinds of texts quite easily at different speeds and in different ways according to my purpose in reading and the type of text.</p> <p>Arranging descriptions of birthday presents. Completing an informal letter about a party. Reading a text about a wedding day. Playing a game to practice vocabulary related to celebrations. Doing a web project about festivals around the world.</p>
	<p><b>Crime and criminals</b></p>	<p>Reading a story about a burglary. Reading a text about stealing. Completing a story about a burglary. Reading a text about a stolen painting. Using phrasal verbs to complete a story. Listening to people talking about a kidnap plan. Listening to part of a radio programme about Customs.</p> <p>You may wish to ask students to find information about famous criminals on the Internet and report back to the class.</p> <p>I can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, academic or vocational life. Only extreme background noise, unclear structure and/or idiomatic usage causes problems. I can read many kinds of texts quite easily at different speeds and in different ways according to my purpose in reading and the type of text.</p> <p>Practising prepositions of place and movement. Practising pronoun reference. Practising the past simple, past continuous and past perfect. Using the correct past tense to complete a story. Practising the past passive. Checking your knowledge of the prepositions of place 'beside/next to/by', 'near/by', 'over/above' and 'under/below'. Checking your knowledge about prepositions and verbs that take a direct object and a prepositional phrase.</p>

<p><b>2 – Education</b></p>	<p><b>Computers</b></p>	<p>Listening to people speaking about what they do online. Reading a text about Bill Gates. Listening to people talking about a web project.</p> <p>Practising the past simple and present perfect. Practising linkers: 'although', 'however', 'furthermore', 'in spite of', 'because' and 'because of'. Practising 'however', 'since' and 'therefore'. Completing a text about children and computers.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item. Although 'Paper 3 Part 2' might seem somewhat difficult for some students it provides very good practice for those who wish to take the FCE exam.</p> <p>I can follow extended speech and complex lines of argument provided the topic is reasonably familiar and the direction of the talk is clearly stated by the speaker.</p>
	<p><b>Higher education</b></p>	<p>Practising collocations of adjectives and prepositions. Checking your knowledge about adjectives followed by prepositions.</p> <p>Listening to people talking about teachers. Reading about changes at Reading University.</p> <p>I can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard language and can identify the speaker's mood, tone, etc. I can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.</p>
	<p><b>Learning languages</b></p>	<p>I can follow extended speech and complex lines of argument provided the topic is reasonably familiar and the direction of the talk is clearly stated by the speaker. I can read many kinds of texts quite easily at different speeds and in different ways according to my purpose in reading and the type of text.</p> <p>Practising synonyms and fixed phrases. Practising mixed prepositions. Checking your knowledge of preposition expressions with 'for', 'to', and 'at'. Checking your knowledge of preposition expressions with 'by', 'with' and 'without'. Practising the present continuous, the present simple and 'will'.</p> <p>Listening to someone talking about a trip to Indonesia. Reading a text about language myths.</p>
	<p><b>Attending courses</b></p>	<p>Listening to a conversation about study courses. Listening to a conversation about training courses. Listening to someone making a presentation of training courses.</p> <p>I can read many kinds of texts quite easily at different speeds and in different ways according to my purpose in reading and the type of text. I can follow a lecture or talk within my own field, provided the presentation is clear.</p> <p>Upper Intermediate Test 09' consists of two language exercises and one listening activity.</p> <p>Practising word building. Checking your knowledge of preposition expressions: 'except (for)', 'with the exception of', 'apart from', 'but', 'save', 'besides', 'as well as', 'in addition to' and 'without exception'. Testing your knowledge of general language areas.</p>

<p><b>3 – Entertainment</b></p>	<p><b>Reading</b></p>	<p>I can follow the essentials of lectures, talks and reports and other forms of presentation which use complex ideas and language. I can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.</p> <p>Practising relative pronouns. Completing sentences with the correct relative pronoun. Checking your knowledge of the use of 'that' in relative clauses. Checking your knowledge of the omission of object pronouns in relative clauses.</p>
		<p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p> <p>Completing a text about a famous crime writer. Reading a text about characters in mystery stories. Listening to an interview with a professional storyteller. Practising word building related to graphology. Listening to a story about urban myths. Reading a text about an English poet. Doing a web project about children's literature.</p>
	<p><b>The arts</b></p>	<p>Listening about an arts event. Reading a text about art in Canada. Practising fixed phrases to complete a text about ancient art. Listening to a talk about the origins of the theatre. Doing a web project on art galleries.</p> <p>I can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard language and can identify the speaker's mood, tone, etc. I can read many kinds of texts quite easily at different speeds and in different ways according to my purpose in reading and the type of text.</p> <p>Identifying incorrect words in a text about music. Checking your knowledge of full stops (.), commas (,) and question marks (?).</p> <p>The difficulty level of Punctuation 1 may seem somewhat low but it provides useful revision.</p>
	<p><b>Museums</b></p>	<p>I can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard language and can identify the speaker's mood, tone, etc. I can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.</p> <p>Checking your knowledge of 'had better' and 'would rather' to express opinion and advice.</p> <p>Listening to a radio programme about developments in a municipal museum. Practising phrases to complete a text about the birds in the Tower of London. Doing a web project on the National Maritime Museum. Doing a web project about the Metropolitan Museum of Art.</p> <p>There are two web projects in this syllabus item. You may wish to ask students to choose the one which is closest to their interests.</p>

	<b>Cinema and television</b>	<p>Listening to people talk about the films they have seen. Completing a text about acceptance speeches at the Oscars. Listening to a radio report about the making of 'Titanic'. Practising vocabulary related to the news. Practising sentence stress.</p> <p>Practising phrasal verbs. Testing your knowledge of various language areas. Checking your knowledge of word order with phrasal verbs.</p> <p>I can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, academic or vocational life. Only extreme background noise, unclear structure and/or idiomatic usage causes problems.</p>
<b>4 – Employment</b>	<b>Looking for a job</b>	<p>Practising the use of prepositions after nouns, verbs and adjectives. Checking your knowledge of prepositions following nouns. Practising the first, second and third conditionals. Checking your knowledge of conditional sentences. Practising reported questions. Practising asking questions at a job interview.</p> <p>Practising vocabulary associated with jobs. Reading a text about how to succeed at a job interview. Listening to a woman talking about a job she has applied for.</p> <p>I can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is clearly stated by the speaker. I have a broad reading vocabulary, but I sometimes experience difficulty with less common words and phrases.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p>
	<b>Getting a job</b>	<p>Practising verbs connected with management. Practising words that are often confused. Identifying a speaker's attitude by listening to his intonation. Listening to a programme about holiday jobs.</p> <p>I can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard language and can identify the speaker's mood, tone, etc. I can read many kinds of texts quite easily at different speeds and in different ways according to my purpose in reading and the type of text.</p> <p>Practising verbs and nouns followed by prepositions. Checking your knowledge of the use of 'with' and 'without' to indicate accompaniment.</p>
	<b>In the workplace</b>	<p>I can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I have a broad reading vocabulary, but I sometimes experience difficulty with less common words and phrases.</p> <p>Practising structures with 'would like', 'would love' and 'would hate'. Practising structures used for giving advice. Revising the use of modals. Checking your knowledge of how to make suggestions and give advice using 'would'. Checking your knowledge of how to use 'would' to make offers.</p> <p>Practising vocabulary related to the workplace. Reading a text about office work. Completing a text about motivating office staff. Practising verbs used for talking about office procedures. Doing a web project about office politics. Reading a text about the role of humour in the workplace.</p>

		<p>Students may find the language in the web pages related to the 'Office Politics' web project challenging but it provides excellent practice for developing the skill of guessing the meaning of unfamiliar words from the context.</p>
	<b>Staff</b>	<p>Practising linking words to connect ideas. Listening to someone talking about a memo. Reading a text about getting a pay rise. Listening to a discussion between a manager and a staff representative. Writing a memo about changes in a company.</p> <p>Practising connecting words. Checking your knowledge of preposition expressions: 'despite', and 'in spite of'. Practising comparative adverbs and adjectives.</p> <p>You may wish to give students some pre-task information about style and register before attempting 'A memo to staff on company changes'.</p> <p>I can read correspondence relating to my fields of interest and easily understand the essential meaning. I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard language including technical discussions in my field of specialization. I can synthesize information and arguments from a number of sources.</p>
<b>5 – Places and travel</b>	<b>Advice</b>	<p>Listening to an aircraft announcement. Listening to a conversation about booking flights. Listening to people talking about traffic problems. Listening to weather information for various tourist destinations.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p> <p>I can understand in detail what is said to me in the standard language. I can do this even when there is some noise in the background. I can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard language and can identify the speaker's mood, tone, etc.</p> <p>Practising comparatives and superlatives. Checking your knowledge of 'should' and 'ought to' to give advice and opinions. Practising quantifiers. Practising countable and uncountable nouns.</p>
	<b>Holiday plans</b>	<p>Listening to two people talking about precautions they take before going on holiday. Listening to a conversation between a hotel receptionist and a guest. Listening to a recording announcement about ferries. Listening to people talking about travel.</p> <p>Practising passive voice. Checking your knowledge of active and passive forms. Practising embedded questions. Checking your knowledge of the use of embedded questions.</p> <p>I can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, academic or vocational life. Only extreme background noise, unclear structure and/or idiomatic usage causes problems. I can understand announcements and messages on concrete and abstract topics spoken in standard language at normal speed.</p>

	<p><b>Cities and countries</b></p>	<p>Listening to a tour guide speaking about different sights. Listening to a presentation about Antarctica. Reading a text about travel journalism. Listening to people talking about going on an expedition. Doing a web project about Vancouver, Canada.</p> <p>I can understand in detail what is said to me in the standard language. I can do this even when there is some noise in the background. I can follow the essentials of lectures, talks and reports and other forms of presentation which use complex ideas and language. I can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</p> <p>Practising forming new words by adding suffixes. Checking your knowledge of suffixes. Checking your knowledge of prefixes. Checking your knowledge of word formation using prefixes.</p> <p>You may wish to ask students to build a web project for their classmates about a favourite place.</p>
	<p><b>Business travel</b></p>	<p>Listening to a telephone conversation about travelling on business. Listening to a conversation about claiming expenses after a business trip.</p> <p>Practising the use of 'hope' and 'expect'. Practising the use of 'almost' and 'hardly'. Checking your knowledge of the use of unreal tenses: 'wish', 'if only', 'would rather', 'it's time' and 'hope'. Practising the use of 'almost' and 'hardly'. Contrasting the position of adverbial phrases with and without inversion. Checking your knowledge of the use of inversion after negative expressions. Practising inversion after negative and limiting adverbials.</p> <p>I can understand in detail what is said to me in the standard language. I can do this even when there is some noise in the background. I can understand announcements and messages on concrete and abstract topics spoken in standard language at normal speed.</p>
<p><b>6 – Communication</b></p>	<p><b>Sending a message</b></p>	<p>I can read many kinds of texts quite easily at different speeds and in different ways according to my purpose in reading and the type of text. I can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, academic or vocational life. Only extreme background noise, unclear structure and/or idiomatic usage causes problems.</p> <p>Understanding signs, notices, notes and other short texts. Reading a text about communication in organizations. Listening to people leaving messages on the phone. Completing notes about phone messages.</p> <p>Checking your knowledge of the use of 'Let's'. Checking your knowledge of the use of the gerund. Testing your knowledge of tenses and the use of gerunds and infinitives after certain verbs.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item. 'Paper 1 Reading Part 1' provides useful practice for this syllabus item although the language level may seem somewhat low for students.</p>

	<p><b>Media and the news</b></p>	<p>Testing your knowledge of tenses. Checking your knowledge of the use of past perfect. Checking your knowledge of the use of the past perfect simple and the past perfect continuous.</p> <p>Practising vocabulary related to the news. Listening to a discussion on business communication. Listening to business news. Doing a web project about business news.</p> <p>I have a broad reading vocabulary but I sometimes experience difficulty with less common words and phrases. I can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard language and can identify the speaker's mood, tone, etc.</p> <p>After students have done 'Here is the news' you may wish to ask them to visit the web pages of English or American newspapers and find pieces of real news for each category.</p>
	<p><b>Radio</b></p>	<p>Listening to someone on the radio offering to sell a car. Listening to radio advertisements. Listening to three radio news items.</p> <p>Testing your knowledge of tenses and connectors. Checking your knowledge of sequencing connectors. Checking your knowledge of connectors of time.</p> <p>I can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, academic or vocational life. Only extreme background noise, unclear structure and/or idiomatic usage causes problems. I can read many kinds of texts quite easily at different speeds and in different ways according to my purpose in reading and the type of text.</p>
	<p><b>Advertising</b></p>	<p>Practising reported speech. Checking your knowledge of reporting verbs in the present. Checking your knowledge of past reporting verbs. Practising prepositions following nouns, verbs and adjectives. Practising the infinitive and '-ing' forms.</p> <p>I can follow the essentials of lectures, talks and reports and other forms of presentation which use complex ideas and language. I can follow extended speech and complex lines of argument provided the topic is reasonably familiar and the direction of the talk is clearly stated by the speaker.</p> <p>Listening to a conversation about children and advertising. Practising words and phrases used in job advertisements. Practising vocabulary related to advertising and marketing. Reading an article about recognizing company logos and brands. reading about a campaign to reduce smoking.</p>
<p><b>7 – Business</b></p>	<p><b>Meetings</b></p>	<p>I can follow extended speech and complex lines of argument provided the topic is reasonably familiar and the direction of the talk is clearly stated by the speaker.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p> <p>Listening to colleagues discussing a meeting agenda. Listening to a discussion about meetings. Practising collocations commonly used in business language. Listening to people talking about taking part in meetings.</p> <p>Practising modals. Practising the use of infinitives and '-ing' forms. Checking your knowledge of how to use 'wouldn't' to talk about lack of willingness. Checking your knowledge of the use of 'would that'.</p>

	<p><b>Attending conferences</b></p>	<p>Practising vocabulary used to talk about conferences. Listening to people discussing conference arrangements. Listening to a welcome speech at a conference. Listening to people talking about facilities for a conference.</p> <p>I can read many kinds of texts quite easily at different speeds and in different ways according to my purpose in reading and the type of text. I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard language including technical discussions in my field of specialization.</p> <p>Checking your knowledge of the use of 'too' and 'enough'. Practising the use of 'too' and 'enough'. Checking your knowledge of modifiers: 'so', 'such', 'quite', 'too' and 'enough'. Checking your knowledge of prepositions of place.</p>
	<p><b>Making presentations</b></p>	<p>I can read correspondence relating to my fields of interest and easily understand the essential meaning. I can follow the essentials of lectures, talks and reports and other forms of presentation which use complex ideas and language.</p> <p>Correcting mistakes in a text. Checking your knowledge of indefinite pronouns. Checking your knowledge of the use of 'some', 'any' and 'no' + compounds.</p> <p>Listening to people planning a presentation. Reading about company communication. Listening to a conversation about a presentation. Listening to people talking about giving presentations. Interpreting visual information. Listening to people giving presentations. Choosing appropriate headings for paragraphs.</p>
	<p><b>Correspondence</b></p>	<p>I can evaluate different ideas and solutions to a problem. I can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, academic or vocational life.</p> <p>Practising embedded questions. Checking your knowledge of the use of semi-colons, colons and dashes. Checking your knowledge of capital letters and paragraphing. Identifying and correcting errors.</p> <p>Listening to a man talking about a memo. Listening to a woman dictating an email. Listening to people talking about a delivery problem. Deciding what information to include in an email. Practising vocabulary connected with job loss. Writing an e-mail.</p>
<p><b>8 – History</b></p>	<p><b>Ancient times</b></p>	<p>I can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, academic or vocational life. Only extreme background noise, unclear structure and/or idiomatic usage causes problems. I can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.</p> <p>Practising active and passive forms. Testing tense consolidation. Checking your knowledge of impersonal passive forms.</p> <p>Listening to an interview with someone from a museum of archaeology. Listening to someone speaking about tattooing. Reading a text about archaeological research. Playing a game about ancient Egypt. Doing a web project about Easter Island.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p>

	<p><b>Architecture</b></p>	<p>Reading a text about Native Americans. Listening to a talk about architecture in the United States. Listening to someone comparing two European cities. Listening to five clips about American cities.</p> <p>I can read many kinds of texts quite easily at different speeds and in different ways according to my purpose in reading and the type of text. I can follow the essentials of lectures, talks and reports and other forms of presentation which use complex ideas and language.</p> <p>Practising word formation. Testing your knowledge of tenses and the future. Checking your knowledge of the different ways of expressing the future in the past. Contrasting the future perfect simple and continuous.</p>
	<p><b>Myths</b></p>	<p>I can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard language and can identify the speaker's mood, tone, etc.</p> <p>Practising the use of the past simple and 'used to'. Practising collocations. Practising verb-noun collocations. Checking your knowledge of when to use the past perfect continuous. Checking your knowledge of the negative form of the past perfect continuous.</p> <p>Playing a game to practise collocations. Reading a text about the Yeti. Listening to a description of the Nazca lines. Listening to an account of a UFO sighting. Reading a text about a strange creature.</p>
	<p><b>Inventions</b></p>	<p>I can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard language and can identify the speaker's mood, tone, etc. I can follow extended speech and complex lines of argument provided the topic is reasonably familiar and the direction of the talk is clearly stated by the speaker.</p> <p>Listening to people talking about the Transport Museum in London. Reading a text about the history of timekeeping.</p> <p>Practising past simple active and passive. Contrasting narrative tenses. Checking your knowledge of adverbs indicating duration and span. Checking your knowledge of adverbs indicating relative position in time.</p>



Unit	Module	Content
<p><b>1 – People</b></p>	<p><b>Showbiz</b></p>	<p>I can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can follow extended speech even when it is not clearly structured and when relationships between ideas are only implied and not stated explicitly. I can develop an argument systematically, giving appropriate emphasis to significant points and presenting relevant supporting detail.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item. Academic Writing Task 2 explores the topic of super-rich sport stars. You may wish to ask students to do the task and then compare their writing with the sample essay and the examiner's comments.</p> <p>Practising adjective-noun collocations. Practising verb-noun collocations. Completing a text about James Blunt. Practising collocations which show an opinion about ability, quality or achievement. Listening to an interview with a photographer who takes pictures of ghostly sites and completing notes by keying in the correct word.</p> <p>Practising structures used after 'wish' and 'regret'. Practising fronting to change emphasis. Practising expressing regret with 'wish', 'if only' and some conditional clauses. Testing your knowledge of wishes, regrets and connectors. Distinguishing between questions that ask for information and questions asked when the speaker thinks they already know the answer.</p>
	<p><b>Motivation and decisions</b></p>	<p>Checking your knowledge of the use of the participle in clauses. Practising participle structures.</p> <p>Practising expressions connected with making decisions. Listening to two people being interviewed about computer games. Practising idiomatic expressions. Reading a text about people who start and run their own businesses. Listening to an interview about motivating people.</p> <p>I can understand a wide range of recorded audio material, including some non-standard language, and identify finer points of detail, including implicit attitudes and relationships between speakers.</p>
	<p><b>Celebrations</b></p>	<p>Checking your knowledge of collective nouns. Practising the use of reflexive pronouns and 'each other'. Practising 'have' followed by an object plus infinitive without 'to' or an '-ing' form. Checking your knowledge of the use of 'have somebody/something do something'.</p> <p>Listening to different people talking about celebrations they have attended. Practising collective nouns. Listening to a girl telling her friends about her wedding.</p> <p>I can keep up with animated conversation between native speakers. I can understand a wide range of recorded audio material, including some non-standard language, and identify finer points of detail, including implicit attitudes and relationships between speakers.</p>

	<p><b>Feelings and reactions</b></p>	<p>Identifying the purpose and feelings of speakers. Reading a text on laughter. Listening to a talk about dealing with stress. Reading a text about human senses. Listening to three people talking about cosmetic surgery. Identifying speakers' feelings from their intonation.</p> <p>Checking your knowledge of connectors of purpose.</p> <p>I can follow most lectures, discussions and debates with relative ease. I can follow extended speech even when it is not clearly structured and when relationships between ideas are only implied and not stated explicitly. I can understand long and complex factual and literary texts as well as differences in style.</p>
<p><b>2 – Relationships</b></p>	<p><b>Family</b></p>	<p>Listening to somebody saying how he feels about meeting his girlfriend's parents. Listening to parents discussing how they feel about meeting her daughter's boyfriend. Deciding if statements are true or false. Practising idiomatic similes. Practising words and phrases used metaphorically. Listening to someone talking about her father and his car.</p> <p>I can keep up with an animated conversation between native speakers. I can recognize a wide range of idiomatic expressions and colloquialisms and recognize changes in style.</p> <p>Checking your knowledge of connectors of manner. Choosing the right linking word to use. Choosing the right sentences to complete an article. Practising the use of prepositions after nouns.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p>
	<p><b>Friends and lovers</b></p>	<p>I can follow extended speech even when it is not clearly structured and when relationships between ideas are only implied and not stated explicitly.</p> <p>Practising modal verb structures. Practising modal verbs. Checking your knowledge of using 'must' and 'can't' to talk about things you are certain of and to make deductions. Checking your knowledge of using 'be possible' and 'be likely' to talk about possibility. Playing a game to practise infinitives with and without 'to'.</p> <p>Listening to a woman talking about friendship. Listening to someone talking about problems between couples.</p>
	<p><b>At work</b></p>	<p>Students usually find it quite difficult to change informal language to formal language. You may wish to revise the differences before setting this task.</p> <p>Checking your knowledge of verbs followed by prepositions. Practising the use of verbs followed by prepositions. Checking your knowledge about prepositions and verbs that take a direct object and a prepositional phrase. Checking your knowledge about prepositions and verbs that take one of two possible direct objects and a prepositional phrase. Changing informal into formal language. Practising reported speech with infinitives and '-ing' forms.</p> <p>I can keep up with an animated conversation between native speakers.</p> <p>Listening to a talk about work-life balance. Practising words and phrases connected with how people perform in their jobs. Completing a report on an appraisal meeting. Listening to speakers talking about other people and matching the people and reactions.</p>

	<p><b>Socializing</b></p>	<p>Listening to part of a presentation about the facilities available for business hospitality. Listening to different people talking about socializing and business. Listening to a manager explaining what needs to be organized as entertainment for a group of visitors to the company.</p> <p>Checking your knowledge of the form and uses of the infinitive. Practising verbs followed by an '-ing' form or infinitive with a change in meaning.</p> <p>I can understand specialized language in articles and technical instructions even if these are not in my field. I can understand enough to follow extended speech on abstract and complex topics beyond my own field though I may need to confirm occasional details, especially if the accent is unfamiliar. I can follow most lectures, discussions and debates with relative ease.</p> <p>If you have an international class you may wish to extend the topic by asking students to contribute with perceptions of cultural differences and characteristics of their own culture when engaged in social interaction.</p>
<p><b>3 – Media</b></p>	<p><b>Television</b></p>	<p>Practising linking time clauses. Checking your knowledge of the use of the prepositions of time 'before', 'after', 'till/until' and 'since'. Checking your knowledge of the use of down toners. Checking your knowledge of the use of emphasizees. Testing your knowledge of conditionals and relative pronouns.</p> <p>I can understand a wide range of recorded audio material, including some non-standard language, and identify finer points of detail, including implicit attitudes and relationships between speakers. I can identify fine points of detail including attitudes and opinions which are not clearly stated.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p> <p>Listening to a radio debate concerning the greatest inventions of the past 200 years. Practising expressions used to talk about differences and similarities. Listening to people talking about TV programmes.</p>
	<p><b>Newspapers and the news</b></p>	<p>I can follow most lectures, discussions and debates with relative ease. I can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p> <p>Academic Writing Task 1 provides useful practice of writing reports. You may wish to revise the typical structure of a report and have students do the task before looking at the sample answer. Then they can compare their report with the sample and the examiner's comments.</p> <p>Practising the use of prepositions in relative clauses. Practising future forms. Checking your knowledge of phrasal verbs. Practising phrasal verbs.</p> <p>Listening to people having a discussion during a conference workshop about Internet fraud. Practising collocations normally used in business. Choosing the correct verb to complete collocations used in the titles of articles in a business magazine. Writing a report.</p>

	<p><b>Radio programmes</b></p>	<p>Listening to three radio news items. Practising word stress in descriptions of actions. Listening to three radio advertisements. Listening to a radio presenter talking about local events. Listening to part of a radio programme about a train journey in India.</p> <p>Practising fixed prepositional phrases in relative clauses. Checking your knowledge of reporting verbs. Checking your knowledge of how to use reporting verbs.</p> <p>I can understand a wide range of recorded audio material, including some non-standard language, and identify finer points of detail, including implicit attitudes and relationships between speakers. I can understand recorded audio material and films.</p> <p>You may wish to direct your students to English-speaking radio stations online and choose programmes they like and report back to the class.</p>
	<p><b>Communication and technology</b></p>	<p>Testing your knowledge of a variety of grammatical items. Checking your knowledge of adjectives ending in '-ly'. Checking your knowledge of articles. Practising ways of generalizing and classifying.</p> <p>I can understand complex technical information, such as operating instructions, specifications for familiar products and services. I can develop an argument systematically, giving appropriate emphasis to significant points and presenting relevant support detail.</p> <p>Academic Writing Task 2 provides practice of writing an argument about the effect of technology on our daily lives. You may wish to ask students to do the task before they look at the sample answer and then have them compare both pieces and the examiner's comments. You may also wish to do some brainstorming on the subject as a class and then set the task.</p> <p>Listening to a talk about IT systems for businesses. Practising the formation of negative words. Writing an argument.</p>
<p><b>4 – Spare time</b></p>	<p><b>Cinema</b></p>	<p>I can follow most lectures, discussions and debates with relative ease. I can follow extended speech even when it is not clearly structured and when relationships between ideas are only implied and not stated explicitly.</p> <p>Practising vocabulary related to the cinema. Listening to a discussion about Marilyn Monroe. Listening to an interview with a young film star.</p> <p>Practising the use of 'what' at the beginning of sentences for emphasis. Checking your knowledge of the prepositions of movement 'across', 'along', '(a)round', 'past' and 'through'. Practising prepositions. Practising phrasal verbs. Practising direct and indirect questions. Practising different grammatical items.</p> <p>Remember that you can direct students to the 'Headline news' area to find news items that might be useful for this syllabus item.</p>

	<b>Doing sport</b>	<p>Paper 2 Part 2 practises writing a review of sports events. You may wish to ask students to do the task before they look at the sample answer and then have them compare both pieces and the examiner’s comments.</p> <p>Practising discourse markers. Practising verb collocations. Checking your knowledge of word formation using suffixes. Practising word formation using suffixes.</p> <p>I can give clear detailed descriptions of complex subjects. I can usually write without consulting a dictionary.</p> <p>Listening to people talking about sports. Listening to two friends talking about what they do to keep fit. Reading a text about British people who join gyms in order to get fit. Completing a text about a remarkable swim.</p>
	<b>Hobbies</b>	<p>Practising idioms related to PC games. Listening to two people being interviewed about computer games. Listening to a student talking about being a DJ. Practising compound nouns.</p> <p>I can understand a wide range of recorded audio material, including some non-standard language, and identify finer points of detail, including implicit attitudes and relationships between speakers.</p> <p>Practising a variety of discourse markers for contrasting ideas, adding similar information and drawing conclusions. Checking your knowledge of connectors of cause.</p>
	<b>Shopping</b>	<p>I can understand complex technical information, such as operating instructions, specifications for familiar products and services.</p> <p>Practising modification of nouns and several other grammar points. Checking your knowledge of the use of the future perfect continuous. Practising future forms. Checking your knowledge of the use of the present simple to talk about the future in subordinate clauses. Playing a game about creating a successful business on a planet.</p> <p>Playing a game about shopping. Practising pronunciation and identification of formal and informal responses. Listening to a talk about the Habitat chain of shops. Listening to a news story about future homes.</p>
<b>5 – Culture</b>	<b>Literature</b>	<p>Remember that you can direct students to the ‘Headline news’ area to find news items that might be useful for this syllabus item.</p> <p>I can understand enough to follow extended speech on abstract and complex topics beyond my own field though I may need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Checking your knowledge of pronouns. Checking your knowledge of object pronouns. Practising pronoun reference. Checking your knowledge of non-sexist uses of personal pronouns.</p> <p>Listening to a radio interview about Graham Greene. Listening to people talking about books they have read. Listening to a discussion about the theatre.</p>

	<b>Music</b>	<p>Practising the use of 'the'. Checking your knowledge of adjectives followed by the prepositions 'in', 'of', 'to' and 'with'. Practising the use of prepositions after certain adjectives. Checking your knowledge of common adjectives followed by the prepositions 'about', 'at', 'by' and 'for'.</p> <p>Practising words associated with music. Reading a text about a composer's manuscript.</p> <p>I can understand in detail complex texts, including fine points of detail, attitudes and opinions. I can recognize a wide range of idiomatic expressions and colloquialisms and recognize changes in style.</p>
	<b>The arts</b>	<p>Checking your knowledge of how to use negative questions. Checking your knowledge of word order in negative sentences. Practising the use of negative question forms for beginning a conversation or part of one.</p> <p>I can follow most lectures, discussions and debates with relative ease. I can follow extended speech even when it is not clearly structured and when relationships between ideas are only implied and not stated explicitly. I can understand long and complex factual and literary texts as well as differences in style.</p> <p>Listening to a lecturer talking about Young British Artists and completing a student's notes. Listening to a speaker talking about the life of Andy Warhol and completing a student's notes. Visiting external websites and examining three paintings from early twentieth century Europe.</p>
	<b>The world of culture</b>	<p>Academic Writing Task 2 explores the topic of the effects of education on our lives. You may wish to ask students to do the task and then compare their writing with the sample essay and the examiner's comments.</p> <p>I can keep up with an animated conversation between native speakers. I can develop an argument systematically, giving appropriate emphasis to significant points and presenting relevant supporting detail.</p> <p>Listening to a TV interview about language and culture. Listening to a conversation about acting. Identifying the pronunciation of /t/. Writing a written argument.</p> <p>Practising word formation. Checking your knowledge of punctuation and writing conventions for direct speech. Checking your knowledge of double comparatives. Checking your knowledge of the structure 'the ... the'.</p>
<b>6 – Work</b>	<b>Attitudes to work</b>	<p>Practising expressions of intention and attitude. Listening to a manager asking her assistant to write an email for her. Practising the use of prefixes.</p> <p>Practising the use of the structure 'No matter what', 'where', 'when' and others. Identifying speakers' attitudes in intonation. Practising use of the structure 'd better' + infinitive without to for giving advice. Checking your knowledge of the word order of possessives with 'own'. Checking your knowledge of inversion in statements.</p> <p>I can keep up with an animated conversation between native speakers.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p>

	<p><b>Motivation and training</b></p>	<p>Writing Part 2 provides useful practice of writing reports. You may wish to revise the typical structure of a report and have students do the task before looking at the sample answer. Then they can compare their report with the sample and the examiner's comments.</p> <p>Listening to part of a meeting about the training needs of a company. Practising words and phrases connected with training. Listening to different people talking about training. Writing a report on the effects of training on staff.</p> <p>Distinguishing between formal and informal statements. Practising phrasal verbs. Checking your knowledge of the difference between defining and non-defining relative clauses.</p> <p>I can develop an argument systematically, giving appropriate emphasis to significant points and presenting relevant supporting detail.</p>
	<p><b>Human resources</b></p>	<p>Listening to two colleagues, a man and a woman, talking about applicants for a job. Practising words and phrases currently used in the business world when talking about certain issues. Listening to 10 people talking about job interviews that they have recently conducted. Writing a report.</p>
	<p><b>Human resources</b></p>	<p>Appraisal of candidates for promotion' practises writing reports. You may wish to ask students to do the task and then compare their writing with the sample essay and the examiner's comments.</p> <p>Practising active and passive uses of 'make', 'let' and 'allow' to talk about obligation and permission. Checking your knowledge of how to use 'can' and 'may'. Checking your knowledge of the uses of 'it' as dummy subject.</p> <p>I can follow extended speech even when it is not clearly structured and when relationships between ideas are only implied and not stated explicitly.</p>
	<p><b>Leaders and managers</b></p>	<p>I can develop an argument systematically, giving appropriate emphasis to significant points and presenting relevant supporting detail.</p> <p>Reading a text about communication in organizations. Practising words and phrases used for talking about ways of managing companies and organizations. Writing a training session handout on the topic of performance management. Doing a web project on theories of management.</p> <p>Getting the best out of people' practises writing a session handout. You may wish to ask students to do the task and then compare their writing with the sample essay and the examiner's comments.</p> <p>Practising reported speech with infinitives and '-ing' forms. Checking your knowledge of '-ing' forms to indicate purpose. Practising the use of the linking phrase 'as if/as though' for describing impressions. Practising phrasal verbs.</p>

<p><b>7 – Travel</b></p>	<p><b>Travelling around</b></p>	<p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p> <p>I can follow extended speech even when it is not clearly structured and when relationships between ideas are only implied and not stated explicitly. I can understand in detail complex texts, including the points of detail, attitudes and opinions.</p> <p>Listening to different people commenting on travel. Practising collocations with 'travel' or 'tourist'. Reading a text about maps.</p> <p>Practising verbs followed by the gerund or the infinitive. Practising comparatives and superlatives. Making correct emphatic sentences. Distinguishing between formal and informal requests. Checking your knowledge of reported requests.</p>
	<p><b>Destinations</b></p>	<p>Academic Writing Task 1 provides useful practice of writing reports. You may wish to revise the typical structure of a report and have students do the task before looking at the sample answer. Then they can compare their report with the sample and the examiner's comments.</p> <p>Practising the present subjunctive after reporting verbs. Practising forming new words by adding suffixes. Identifying stressed words within sentences. Practising '-ing' forms. Checking your knowledge of the use of the subjunctive.</p> <p>Listening to a radio programme about a quiz on cities around the world. Listening to different people talking about using English when travelling on business. Writing a report.</p> <p>I can develop an argument systematically, giving appropriate emphasis to significant points and presenting relevant supporting detail. I can understand a wide range of recorded audio material, including some non-standard language, and identify finer points of detail, including implicit attitudes and relationships between speakers.</p>
	<p><b>Holidays</b></p>	<p>Listening to someone talking about her travels. Listening to a lecture on eco-tourism. Listening to a woman talking about a trip she has been on. Writing a letter of complaint.</p> <p>Practising passive infinitives. Checking your knowledge of the passive infinitive. Checking your knowledge of the passive form of 'make' + infinitive. Practising the connectors 'unless', 'as long as', 'in case' and 'although'.</p> <p>I can develop an argument systematically, giving appropriate emphasis to significant points and presenting relevant supporting detail.</p> <p>CAE Writing Part 1 practises writing a letter of complaint. You may wish to revise the typical structure of a report and have students do the task before looking at the sample answer. Then they can compare their report with the sample and the examiner's comments.</p>

	<b>Places</b>	<p>I can follow extended speech even when it is not clearly structured and when relationships between ideas are only implied and not stated explicitly.</p> <p>Listening to a radio programme about urban adventures. Listening to two people talking about visiting Australia. Doing a web project about travel guides.</p> <p>Contrasting the positions of adverbial phrases with and without inversion. Checking your knowledge of balancing connectors. Testing your knowledge of various grammar points. Selecting the correct phrases to complete a text about someone who rediscovered a rare bird.</p>
<b>8 – Companies</b>	<b>Companies</b>	<p>I can understand enough to follow extended speech on abstract and complex topics beyond my own field though I may need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p> <p>Practising prepositions. Practising meanings of phrasal verbs. Practising inversions. Checking your knowledge of inversion in conditional sentences.</p> <p>Practising words connected with the money used to pay for companies and projects. Reading an article about small and medium-size companies (SMEs) in the UK. Practising meanings of phrasal verbs. Describing a company. Doing a web project about how to start a business.</p>
	<b>Competition</b>	<p>Practising linking words. Practising words associated with how well companies are performing. Practising linking words like 'however', 'since' and 'therefore'. Checking your knowledge of the past participle of regular and irregular verbs.</p> <p>I can follow most lectures, discussions and debates with relative ease.</p> <p>Practising collocations that are widely used in business. Practising words associated with how well companies are performing.</p>
	<b>Crisis and negotiation</b>	<p>Practising the use of linking words and phrases in formal business contexts. Practising phrasal verbs. Practising reported speech. Practising structures which are variations on the first, second and third conditionals. Checking your knowledge of reported commands. Checking your knowledge of the use of 'for', 'with' and 'against'.</p> <p>Reading a text about conducting negotiations. Practising the use of linking words and phrases in formal business contexts.</p> <p>I can understand long and complex factual and literary texts as well as differences in style.</p>
	<b>Advertising</b>	<p>I can follow most lectures, discussions and debates with relative ease. I can understand long and complex factual and literary texts as well as differences in style.</p> <p>Practising prepositions. Checking your knowledge of the use of 'with reference to', 'with regard to', 'as for' and 're'.</p> <p>Reading a text about advertising. Practising words and phrases in common use in the world of advertising and marketing today. Listening to a marketing executive and a head teacher talking about children and advertising. Listening to someone explaining the focus of an advertising campaign. Listening to a presentation by an advertising executive about a campaign his agency is planning for a client.</p>



Unit	Module	Content
<b>1 – Society</b>	<b>Ethics and law</b>	<p>Practising inversions. Checking your knowledge of the use of inversion after 'so' and 'such'. Practising linking words and phrases. Checking your knowledge of connectors of reason and result.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p> <p>Listening to people talking about crimes. Listening to a Question and Answer session after a presentation at a Law and Order conference. Practising the formation of negative words.</p> <p>I can follow specialized lectures and presentations which use a high degree of colloquialism, regional language or unfamiliar terminology.</p>
	<b>Crime</b>	<p>Playing a game to practise phrasal verbs. Practising words used to link phrases in time clauses. Practising phrasal verbs.</p> <p>Practising phrasal verbs related to crime. Listening to someone talking about thieves who tried to steal a mobile phone. Practising fixed phrases and idioms.</p> <p>I can follow specialized lectures and presentations which use a high degree of colloquialism, regional language or unfamiliar terminology.</p>
	<b>Discipline</b>	<p>Practising fixed prepositional phrases in relative clauses. Practising a range of grammatical structures.</p> <p>Listening to three different extracts to find specific information. Reading a text about attitudes at work. Listening to an interview with a young violinist.</p> <p>I can understand and interpret practically all forms of written language including abstract, structurally complex or highly colloquial literary and non-literary texts.</p>
	<b>Public life and social contact</b>	<p>Deciding on the correct meaning of headlines for business reports in a newspaper. Completing a rewritten text which is an official statement made by a politician to the media. Choosing the correct phrase to complete a text about local council elections.</p> <p>Practising phrasal verbs. Practising the use of prepositions in relative clauses. Practising fixed prepositional phrases in relative clauses. Checking your knowledge of the use of relative clauses. Checking your knowledge of word order in relative clauses.</p> <p>I can understand and interpret practically all forms of written language including abstract, structurally complex or highly colloquial literary and non-literary texts.</p>

<p><b>2 – Progress</b></p>	<p><b>Development</b></p>	<p>Listening to part of a radio programme about issues in urban transport. Listening to part of a radio programme about nanotechnology. Reading a text about an environmental issue. Writing an article about the consequences of living in a world without oil.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item. Writing Part 1 explores the topic of a world without oil. You may wish to ask students to do the task and then compare their writing with the sample essay and the examiner's comments.</p> <p>I can produce clear, smoothly flowing, complex reports, articles or essays that present a case, or give critical appreciation of proposals or literary works.</p> <p>Checking your knowledge of the past perfect passive form.</p>
	<p><b>Technology</b></p>	<p>I can understand and interpret practically all forms of written language including abstract, structurally complex or highly colloquial literary and non-literary texts.</p> <p>Practising identifying stressed words within sentences. Reading a text about a new device. Listening to a talk about IT systems for businesses. Writing a proposal on the possibility of introducing a household recycling scheme.</p> <p>Writing Part 2 explores the topic of introducing a household recycling scheme. You may wish to ask students to do the task and then compare their writing with the sample essay and the examiner's comments.</p>
	<p><b>Computers</b></p>	<p>Doing a word building exercise. Practising the use of future forms. Checking your knowledge of the affirmative full and short forms of the future perfect. Checking your knowledge of the negative full and short forms of the future perfect.</p> <p>I can produce clear, smoothly flowing, complex reports, articles or essays that present a case, or give critical appreciation of proposals or literary works.</p> <p>Practising phrasal verbs to do with computers. Completing a text about online universities. Listening to a manager asking her assistant to write an email for her. Writing a set of guidelines for your company's staff about using their computers properly.</p> <p>Are you sitting comfortably?' practises a set of guidelines for your company's staff about using their computers properly. You may wish to ask students to do the task and then compare their writing with the sample essay and the examiner's comments.</p>
	<p><b>Communication</b></p>	<p>Listening to two business students and their tutor discussing communication. Identifying the purpose and feeling of speakers. Listening to different phone messages and phone calls.</p> <p>Testing your knowledge of conditionals and compounds with '-ever'. Checking your knowledge of the interrogative form of the third conditional. Checking your knowledge of the negative form of the third conditional. Checking your knowledge of 'wh-' words + compounds with 'ever'.</p> <p>I can understand any kind of spoken language, both when I hear it live or in the media. I can also understand a native speaker who speaks fast if I have some time to get used to the accent.</p>

<p><b>3 – People</b></p>	<p><b>Names and big names</b></p>	<p>I can understand and interpret practically all forms of written language including abstract, structurally complex or highly colloquial literary and non-literary texts.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item. You may wish to discuss the personality and achievements of famous people. You may also wish to discuss the concept of 'fame' by contemporary standards and whether students agree with this concept.</p> <p>Completing a text about Ronald Reagan. Completing a text about famous people of the last millennium.</p> <p>Practising the articles 'a', 'an', 'the' or zero article (-). Testing your knowledge of future tenses and past tense modals. Checking your knowledge of the affirmative form of the future perfect continuous.</p> <p>Practising word formation. Checking your knowledge of forming nouns from verbs, using the endings '-age', '-al', '-ant' and '-ation'. Checking your knowledge of forming nouns and verbs, using the endings '-ee', '-er', '-or', '-ing' and '-ment'.</p>
	<p><b>Civilisation</b></p>	<p>I can follow specialized lectures and presentations which use a high degree of colloquialism, regional language or unfamiliar terminology. I can understand and interpret practically all forms of written language including abstract, structurally complex or highly colloquial literary and non-literary texts.</p> <p>Checking your knowledge of the use of the present simple to talk about the future in subordinate clauses.</p> <p>Listening to someone speaking about a different lifestyle. Reading a text about houses of the future in Britain.</p>
	<p><b>Human beings</b></p>	<p>Writing Part 2 practises writing a proposal. You may wish to ask students to do the task and then compare their writing with the sample essay and the examiner's comments.</p> <p>I can write clearly and smoothly and in an appropriate style. I can understand any kind of spoken language, both when I hear it live or in the media. I can also understand a native speaker who speaks fast if I have some time to get used to the accent.</p> <p>Reading a text about behaviour at work. Identifying the stressed syllable of multi-syllable nouns in sentences. Completing a text about the future of the elderly. Reading a text about how the brain works. Listening to an interview with a photographer who takes pictures of ghostly sites. Writing a proposal.</p> <p>Practising a variety of grammar points. Testing your knowledge of wishes/regrets and connectors.</p>

	<p><b>Challenge and conflict</b></p>	<p>Practising the use of prepositions after certain verbs. Checking your knowledge of 'into', 'of', 'on', 'to' and 'with'. Checking your knowledge of the use of 'in a ... manner', 'like' and 'with/without'. Practising linking time clauses. Checking your knowledge of the prepositions of movement 'all over', 'away from', 'back to', 'beyond', 'by', 'throughout' and 'toward(s)'.</p> <p>I can write complex letters, reports or articles in such a way that helps the reader to notice and remember important points.</p> <p>Writing Part 1 practises writing an article for a college magazine. You may wish to ask students to do the task and then compare their writing with the sample essay and the examiner's comments.</p> <p>Completing a report of a student committee meeting at a college. Practising collocations. Completing a text about how to boost your self-esteem. Reading a story about an argument over which TV channel to watch. Writing an article for a college magazine.</p>
<p><b>4 – Work</b></p>	<p><b>People at work</b></p>	<p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item. 'Job candidates' is a two-part listening and pronunciation task.</p> <p>I can understand any kind of spoken language, both when I hear it live or in the media. I can also understand a native speaker who speaks fast if I have some time to get used to the accent.</p> <p>Checking your knowledge of the use of 'for' to indicate purpose and intended destination. Checking your knowledge of the use of 'with reference to', 'with regard to', 'as for' and 're'.</p> <p>Listening to people talking about job interviews that they have recently conducted. Listening to and choosing what linking sound is made between words. Listening to three people talking and choosing the correct answer to questions. Listening to stories about people's experiences in restaurants. Listening to colleagues discussing what to write in a report.</p>
	<p><b>Training</b></p>	<p>Checking your knowledge of infinitive complements. Checking your knowledge of nouns from A-O that are followed by the infinitive.</p> <p>BEC Higher Writing Part 2 practises writing a report analysing the effects a training programme has had on staff. You may wish to ask students to do the task and then compare their writing with the sample essay and the examiner's comments.</p> <p>Listening to part of a meeting about the training needs of a company. Listening to part of a training session about giving presentations. Listening to a woman talking about the report she is going to write about a conference she attended. Writing a report analysing the effects a training programme has had on staff.</p> <p>I can write clearly and smoothly and in an appropriate style. I can write complex letters, reports or articles in such a way that helps the reader to notice and remember important points.</p>

	<p><b>Meetings</b></p>	<p>I can understand any kind of spoken language, both when I hear it live or in the media. I can also understand a native speaker who speaks fast if I have some time to get used to the accent.</p> <p>Practising vocabulary associated with meetings and agendas. Listening to people talking about business meetings they attended. Listening to a manager telling his assistant about a memo he wants her to write. Listening to a description of a conference.</p> <p>Practising the use of participles. Checking a manager telling his assistant about a memo he wants her to write. Checking your knowledge of the past participle of regular and irregular verbs.</p>
	<p><b>Presentations</b></p>	<p>Listening to the tourism officer from the local government talking about services for corporate hospitality. Reading a text about giving business presentations. Listening to two business students and their tutor discussing communication. Listening to a lecturer giving information about a discussion forum.</p> <p>Practising the use of modals. Practising phrasal verbs. Practising modals of deduction, 'must' and 'can't', and of possibility, 'might' and 'could'.</p> <p>I can understand any kind of spoken language, both when I hear it live or in the media. I can also understand a native speaker who speaks fast if I have some time to get used to the accent.</p>
<p><b>5 – Companies</b></p>	<p><b>Managing staff</b></p>	<p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item. BEC Higher Writing Part 2 practises writing a business report. You may wish to ask students to do the task and then compare their writing with the sample essay and the examiner's comments.</p> <p>Practising phrasal verbs. Practising verb structures for expressing attitudes and opinions. Practising a variety of grammatical items. Checking your knowledge of adjectives ending in '-ed' followed by a preposition.</p> <p>Listening to a discussion about a forthcoming performance appraisal. Listening to words and phrases connected with how people perform in their jobs. Writing a business report on the effects of a company change of strategy.</p> <p>I can write clearly and smoothly and in an appropriate style. I can write complex letters, reports or articles in such a way that helps the reader to notice and remember important points.</p>
	<p><b>Money and finance</b></p>	<p>I can understand and interpret practically all forms of written language including abstract, structurally complex or highly colloquial literary and non-literary texts.</p> <p>Practising whether /d/ is pronounced within connected speech or not. Practising pronunciation of final /t/ or /d/ in rapid connected speech when the next word begins with a consonant. Practising writing an assignment about ethical investment on a business studies course.</p> <p>Put your money where your heart is' practises writing a business report. You may wish to ask students to do the task and then compare their writing with the sample essay and the examiner's comments.</p> <p>Practising words and phrases connected with money in business. Listening to colleagues discussing a meeting about their company's spending. Practising meanings of phrasal verbs with 'go'. Reading a text about an important event that took place in the United States in 1929.</p>

	<p><b>Buying and selling</b></p>	<p>I can follow specialized lectures and presentations which use a high degree of colloquialism, regional language or unfamiliar terminology. I can understand and interpret practically all forms of written language including abstract, structurally complex or highly colloquial literary and non-literary texts.</p> <p>Marketing techniques' practises writing a website feature about marketing techniques. You may wish to ask students to visit different websites looking at samples of similar texts and do the task, then compare their writing with the sample essay and the examiner's comments.</p> <p>Listening to a description of a company. Practising adverbs or adverbial phrases which comment on a whole sentence. Listening to three advertisements. Writing website feature about marketing techniques.</p> <p>Identifying incorrect or unnecessary words in a text about a bank. Identifying words that are incorrect or unnecessary in a job advertisement. Checking your knowledge of mixed adverbial expressions. Checking your knowledge of adverbial expressions of manner.</p>
	<p><b>Negotiating</b></p>	<p>I can understand any kind of spoken language, both when I hear it live or in the media. I can also understand a native speaker who speaks fast if I have some time to get used to the accent.</p> <p>Practising structures used with 'prefer' and 'would rather'. Practising phrasal verbs. Practising phrases used for making requests informally, particularly when the answer is likely to be 'no'. Practising phrases where an intrusive /w/ is pronounced between two words in connected speech. Contrasting the different sounds for words spelt with 's'.</p> <p>Reading a text about conducting negotiations. Listening to a man and a woman talking about applicants for a job. Listening to a discussion about a forthcoming performance appraisal.</p>
<p><b>6 – Food</b></p>	<p><b>Food and drink</b></p>	<p>I can follow specialized lectures and presentations which use a high degree of colloquialism, regional language or unfamiliar terminology. I can understand and interpret practically all forms of written language including abstract, structurally complex or highly colloquial literary and non-literary texts.</p> <p>Practising adjective word order in complex noun phrases. Practising expressions we use to describe frequency. Listening to some colleagues talking about why they grow their own fruit and vegetables. Doing a web project about chocolate.</p> <p>Checking your knowledge of the position of adjectives. Checking your knowledge of adjectives + infinitive. Identifying the changing syllable stress in nouns and their corresponding adjectives.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p>

	<b>Cooking</b>	<p>Practising verbs connected with cooking. Listening to part of a radio programme about fast food.</p> <p>Checking your knowledge of the contrast between adjectives and adverbs. Listening to the findings of a poll regarding sales of fast food and ready meals. Doing a web project about regional food in the USA.</p> <p>Checking your knowledge of adjectives ending in '-ed' followed by a preposition. Checking your knowledge of adverbs with two forms.</p> <p>I can understand any kind of spoken language, both when I hear it live or in the media. I can also understand a native speaker who speaks fast if I have some time to get used to the accent.</p>
	<b>Restaurants</b>	<p>Practising concession clauses. Practising noun reference. Practising linking with '-ing' clauses. Checking your knowledge of the uses of pronouns. Checking your knowledge of non-sexist uses of personal pronouns.</p> <p>Listening to people talking about restaurants. Listening to four stories about people's experiences in restaurants.</p> <p>I can understand any kind of spoken language, both when I hear it live or in the media. I can also understand a native speaker who speaks fast if I have some time to get used to the accent.</p>
	<b>Food and health</b>	<p>I can understand and interpret practically all forms of written language including abstract, structurally complex or highly colloquial literary and non-literary texts.</p> <p>Listening to a nutritionist talking about food and drink. Listening to the findings of a poll regarding sales of fast food and ready meals. Practising nouns formed from phrasal verbs.</p> <p>Contrasting the '-ing' form and 'to' + the infinitive. Practising the use of pronouns in relative clauses. Checking your knowledge of irregular countable nouns derived from foreign words. Checking your knowledge of nouns from P-Z that are followed by the infinitive.</p>
<b>7 – Business</b>	<b>Jobs</b>	<p>I can understand any kind of spoken language, both when I hear it live or in the media. I can also understand a native speaker who speaks fast if I have some time to get used to the accent.</p> <p>Practising expressions of intention and attitude. Listening to a speaker giving advice about job interviews to a group of college students. Listening to an interview about changes in employment patterns in the coming years.</p> <p>Practising compound nouns. Practising prepositions of place and prepositions following verbs. Testing wishes/regrets and connectors. Checking your knowledge of compound nouns. Checking your knowledge of nouns from P-Z that are followed by the infinitive.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p>

	<p><b>Statistics</b></p>	<p>Practising words and phrases used for describing statistics in business. Practising words and phrases connected with manufacturing. Writing a report by retrieving correct statistical information from a bar chart. Writing an article about holiday trends. Doing a business web project about surveys carried out by companies to measure customer satisfaction.</p> <p>BEC Higher Writing Part 1 practises writing a report by retrieving correct statistical information from a bar chart. You may wish to ask students to visit different websites where they can find bar charts and comment on the information they present. Then ask them to do the task and then compare their writing with the sample essay and the examiner's comments. Writing Part 2 practises writing an article about holiday trends. You may wish to ask students to do the task and then compare their writing with the sample essay and the examiner's comments.</p> <p>Practising a number of grammatical structures by completing a text about race in Britain.</p> <p>I can produce clear, smoothly flowing, complex reports, articles or essays that present a case, or give critical appreciation of proposals or literary works.</p>
	<p><b>Correspondence</b></p>	<p>I can understand any kind of spoken language, both when I hear it live or in the media. I can also understand a native speaker who speaks fast if I have some time to get used to the accent.</p> <p>Practising the use of the infinitive or the '-ing' form after certain verbs. Practising the correct position of 'also', 'too' and 'as well' in sentences. Practising structures which are variations on the first, second and third conditionals. Practising a series of structures. Checking mixed conditional tenses.</p> <p>Checking your knowledge of the negative form of the third conditional. Checking your knowledge of the interrogative form of the third conditional.</p> <p>Practising vocabulary connected with legal matters in business. Listening to five people talking about business meetings they attended.</p>
	<p><b>Trade</b></p>	<p>Checking your knowledge of '(not) as ... as' and 'less ... than'. Testing your knowledge of a variety of grammatical structures. Identifying clusters of three or more consonant sounds. Distinguishing between words which contain a diphthong and words which don't.</p> <p>Practising words and phrases often used in connection with different kinds of international trade. Doing a web project about the New York Stock Exchange.</p> <p>I can understand and interpret practically all forms of written language including abstract, structurally complex or highly colloquial literary and non-literary texts.</p>

<p><b>8 – Life</b></p>	<p><b>Different lives</b></p>	<p>I can understand any kind of spoken language, both when I hear it live or in the media. I can also understand a native speaker who speaks fast if I have some time to get used to the accent.</p> <p>Remember that you can direct students to the 'News Items' area to find news items that might be useful for this syllabus item.</p> <p>Practising nouns which are always plural and uncountable nouns ending in 's' which are always singular. Checking your knowledge of common uncountable nouns. Checking your knowledge of irregular countable nouns with the same singular and plural form.</p> <p>Listening to a news item about the possibility that there may be life on other planets. Distinguishing between questions that ask for information and questions asked when the speaker thinks they already know the answer. Listening a talk about work-life balance. Listening to someone discussing a different lifestyle.</p>
	<p><b>Sociology</b></p>	<p>Reading and completing a text about sleeping habits. Reading and completing a text about a target market.</p> <p>Practising 'wh-' clauses. Practising several grammatical items. Checking your knowledge of the affirmative form of the present perfect continuous. Checking your knowledge of the use of the present perfect simple and continuous.</p> <p>I can understand and interpret practically all forms of written language including abstract, structurally complex, or highly colloquial literary and non-literary texts.</p>
	<p><b>The mind</b></p>	<p>Reading a text about how the brain works. Listening to a story about an urban myth. Playing a game to recognize expressions of feelings and match them with their names. Reading a text about memory. Listening to a discussion about time.</p> <p>'Sight and Memory' is a three-part reading task. Tasks 1 and 2 can be found in Unit 3 Sequence 3. 'Memory' is a three-part reading exercise. Only Task 1 is included in this syllabus item.</p> <p>Checking your knowledge of the use of prepositions of time indicating intervals.</p> <p>I can understand any kind of spoken language, both when I hear it live or in the media. I can also understand a native speaker who speaks fast if I have some time to get used to the accent. I can understand and interpret practically all forms of written language including abstract, structurally complex or highly colloquial literary and non-literary texts.</p>
	<p><b>The natural world</b></p>	<p>Listening to a husband and wife talking about small creatures and insects which live in and around their home and garden. Completing a text about the endangered rhinoceros. Completing a text about natural disasters. Listening to part of a radio programme about making a wildlife TV documentary. Completing a text about climate change.</p> <p>Practising expressions of possibility, probability and certainty. Practising phrasal verbs. Practising different verb forms. Practising a variety of grammar points.</p> <p>I can follow specialized lectures and presentations which use a high degree of colloquialism, regional language or unfamiliar terminology. I can understand and interpret practically all forms of written language including abstract, structurally complex or highly colloquial literary and non-literary texts.</p>

Unit	Module	Content
1	My ID	<p>Reading sentences about different countries and choosing the correct nationality. Practising the use of nationality nouns and adjectives. Practising different types of hobbies. Practising words for family relationships. Practising words for family relationships using a family tree. Listening to someone being interviewed about their life.</p> <p>Practising the affirmative, negative and interrogative forms of the verb 'to be'. Practising the '-ing' verb form to talk about hobbies. Practising possessive adjectives. Practising possessive adjectives to complete a text about a family. Practising 'have got'.</p> <p>Testing quantifiers and possessive adjectives.</p> <p>Listening to numbers and choosing the ones you hear.</p>
2	School days	<p>Practising school subjects. Practising words for classroom objects. Practising words used in the classroom. Practising words used for describing appearances. Practising language for describing people's physical appearance.</p> <p>Practising the question 'How often' with the present simple. Practising possessive pronouns. Practising 'have' and adjectives to describe people. Practising words like 'what', 'who' and 'where'. Practising the determiners 'this', 'that', 'these' and 'those'. Practising the articles 'a' and 'an'. Practising making nouns plural.</p> <p>Testing the verb 'to be' and subject pronouns.</p> <p>Listening to consonants and choosing the ones you hear.</p>
3	24/7	<p>Practising the prepositions of time: 'on', 'at' and 'in'. Deciding whether statements are true or false then selecting the correct prepositions to complete sentences. Practising the affirmative and negative forms of the present simple. Practising the present simple.</p> <p>Looking at pictures of people doing daily activities and choosing the correct words to complete sentences. Listening to five people talking about their morning activities. Matching pictures with sentences about likes and dislikes. Listening to six short dialogues. Practising the names of buildings and places. Practising the names for different types of TV shows. Listening to people talking about TV shows.</p> <p>Practising the consonants /s/, /z/ and /z/.</p> <p>Testing general language areas appropriate to your level.</p>

<p><b>4</b></p>	<p><b>Home time</b></p>	<p>Listening to someone describing rooms in the house and choosing the correct room. Practising rooms and places inside and outside the home. Practising words related to houses. Listening to three short dialogues about food. Listening to a professional hockey player talking about the food she eats. Completing a recipe for making an omelette. Listening to a teenager describing his bedroom.</p> <p>Practising listening to 'there's' and 'there are'.</p> <p>Testing the past simple of 'be' and plural nouns.</p> <p>Contrasting the use of 'a', 'some' and 'any'. Practising 'there is' and 'there are'. Practising 'a', 'some' and 'any'. Practising 'there is/are' + countable/ uncountable nouns. Checking your knowledge of using 'shall' and 'would' to make offers and invitations. Checking your knowledge of prepositions of place 'at', 'in' 'on' and 'under'.</p>
<p><b>5</b></p>	<p><b>Connected</b></p>	<p>Listening to a couple decide what to watch on TV, then recording your own answers.</p> <p>Practising the modal verb 'can/can't' for ability. Practising 'can' for ability. Practising adverbs of manner. Practising adjectives and adverbs. Practising using imperatives in affirmative and negative sentences. Practising affirmative imperatives. Practising verb phrases expressing likes and dislikes.</p> <p>Practising modern technology words. Listening to four people talk about some new products. Listening to an interview about a Robot Rescue Dog.</p> <p>Testing quantifiers 'some' and 'any' and possessive adjectives.</p>
<p><b>6</b></p>	<p><b>Good buys</b></p>	<p>Completing sentences about different types of shops. Listening to six short dialogues and choosing the shop where the dialogue takes place. Listening to people asking about how much things cost. Practising words associated with clothes. Practising spelling words for clothes. Listening to descriptions of what four people are wearing. Reading a number of different adverts and matching product names to the correct descriptions.</p> <p>Testing the past simple of 'be' and noun plurals.</p> <p>Practising the present simple and present continuous. Checking your knowledge of the present continuous affirmative. Checking your knowledge of the present continuous negative. Checking your knowledge of the present continuous interrogative.</p> <p>Practising identifying numbers of syllables.</p>
<p><b>7</b></p>	<p><b>Teamwork</b></p>	<p>Listening to six people talking about sports. Practising names for sports. Listening to two people talking about the sports they like. Practising using 'play', 'go' and 'do' with different sports. Reading a text about a famous footballer. Listening to people talking about sport.</p> <p>Testing adjectives versus adverbs and word order. Listening to a gymnast talking about her daily routine and completing the interview by putting the interviewer's questions in the correct order.</p> <p>Checking your knowledge of the past simple affirmative of 'be'. Checking your knowledge of the affirmative form of the past simple regular. Checking your knowledge of the affirmative form of the past simple irregular.</p> <p>Contrasting the different endings for regular verbs in the past simple.</p>

<p><b>8</b></p>	<p><b>Great job</b></p>	<p>Testing the verb 'be' and subject pronouns.</p> <p>Watching a man asking his friend what he likes and doesn't like about his job, then recording your own answers.</p> <p>Practising regular and irregular past simple forms in affirmative and negative sentences. Checking your knowledge of the negative form of the past simple irregular. Checking your knowledge of the negative form of the past simple regular. Practising answers to short questions.</p> <p>Practising places of work. Watching an applicant being interviewed for a job, then identifying phrases expressing likes and dislikes from the video. Practising using adjectives to describe people's characters.</p>
<p><b>9</b></p>	<p><b>Mother nature</b></p>	<p>Testing general language areas appropriate to your level.</p> <p>Watching two people discussing the environment then recording your own answers.</p> <p>Practising the comparative form of adjectives. Practising 'have got' and words for describing animals. Checking your knowledge of comparatives formed by adding '-er' to the adjective. Practising the difference between the present simple and the present continuous. Checking your knowledge of superlatives formed by adding 'the most' before the adjective. Checking your knowledge of superlatives formed by add '-est' to the adjective. Checking your knowledge of the use of 'ever' and 'never'.</p> <p>Practising words you need to talk about domestic and wild animals. Listening to a park ranger talking about where he works. Practising words for landscapes and nature. Listening to someone giving interesting facts about recycling.</p>
<p><b>10</b></p>	<p><b>Holiday planner</b></p>	<p>Testing general language appropriate to your level.</p> <p>Listening to a weather forecast and putting weather words in the correct place. Practising words for different types of weather. Practising words connected with travel. Listening to a girl talking about her travel arrangements. Practising writing and talking about holidays. Practising words for forms of transport. Practising words you need to talk about travelling. Listening to three mini dialogues and matching the holiday to the correct person.</p> <p>Practising identifying interested intonation in questions.</p> <p>Checking your knowledge of the different uses of the future with 'going to'. Practising 'be' followed by 'going to'. Practising prepositions of time 'in', 'on' and 'at'. Checking your knowledge of 'must' and 'have to'. Checking your knowledge of using 'mustn't' and 'don't have to' to talk about obligation and necessity. Checking your knowledge of 'should' and 'ought to' to give advice and opinions.</p>



Unit	Module	Content
1	<b>Back to school</b>	<p>Practising everyday language. Practising collocations. Practising different ways of writing the time.</p> <p>Practising Paper 1 Reading and Writing Part 3, focusing on everyday language. Practising Paper 2 Listening Part 3, focusing on understanding specific information.</p> <p>Testing general language areas appropriate for this level. Looking at pictures of clocks and watches and matching each time with the correct picture.</p> <p>Practising sounds and spelling relationships. Practising verb endings in the present simple.</p> <p>Practising the third person singular and plural of verbs in the present simple. Practising the affirmative form of the present simple. Practising negative forms of the present simple. Practising spelling rules for the present simple. Practising the prepositions of time 'in', 'on' and 'at'. Practising the prepositions of time 'in', 'at' and 'on'. Practising object pronouns. Practising prepositions of time.</p>
2	<b>Time out</b>	<p>Practising identifying the correct stress pattern in single words. Practising syllable stress.</p> <p>Practising words you need to talk about buildings. Practising words related to spare time.</p> <p>Testing question words and the present simple, listening to a young boy talking about a trip to the cinema and putting the story in the correct order.</p> <p>Practising the present simple interrogative. Practising 'wh-' question formation. Practising the question words 'when', 'why', 'what', 'how' and 'where'. Practising adverbs of frequency. Practising adverbs of frequency: 'always', 'usually', 'sometimes', 'never'. Practising the use of articles before nouns. Practising definite and indefinite articles and the zero article. Practising the use of 'a' and 'an'.</p> <p>Practising Paper 2 Listening Part 2, focusing on an informal, longer conversation. Practising Paper 1 Reading and Writing Part 4, focusing on formal language.</p>
3	<b>Coming home</b>	<p>Practising Paper 2 Listening Part 4, focusing on extracting specific information and writing it down. Practising Paper 1 Reading and Writing Part 7, focusing on grammar and vocabulary.</p> <p>Practising identifying the stress pattern in two- and three-syllable words. Practising identifying the main stressed syllable in single words.</p> <p>Practising the use of 'there is', 'there are', 'there isn't' and 'there aren't'. Practising the use of 'there is' and 'there are'. Practising prepositions of place. Practising prepositions of place 'beside'/'next to'/'by', 'near'/'by', 'over'/'above' and 'under'/'below'. Practising prepositions of place 'behind', 'between', 'in front of', 'near', 'next to' and 'opposite'. Practising the present continuous affirmative. Practising the present continuous negative. Practising the present continuous interrogative.</p>

		<p>Practising words related to houses. Practising words for furniture and appliances. Listening to a girl talk about her new house, choosing the correct words to complete sentences and clicking on the wrong word in each group to delete it.</p> <p>Testing the present simple and present continuous and object and possessive pronouns, listening to information about the Romans and complete a text.</p>
<b>4</b>	<b>Body building</b>	<p>Practising identifying the words 'can' and 'can't' in simple sentences and questions. Practising identifying the main stressed word in questions asking for information.</p> <p>Testing adjectives versus adverbs and word order. Listening to some children talking about what they eat and putting the interviewer's questions in the correct order.</p> <p>Practising words for parts of the body. Practising words for parts of the body. Practising using 'play', 'go' and 'do' with different sports.</p> <p>Practising affirmative, negative and interrogative forms of 'can'/'can't'. Practising the modal verb 'can'/'can't' for ability. Practising 'must' and 'have to'. Practising using 'mustn't' and 'don't have to' to talk about obligation and necessity. Practising the modal verbs 'must'/'mustn't'. Practising the modal verbs 'mustn't' and 'don't have to'. Practising adverbs of manner. Practising adverbs.</p> <p>Practising Paper 1 Reading and Writing Part 7, focusing on grammar and vocabulary. Practising Paper 2 Listening Part 1, focusing on factual information.</p>
<b>5</b>	<b>Good food guide</b>	<p>Practising words related to eating and drinking. Completing a recipe by dragging the missing words into the text. Practising words and phrases used in restaurants.</p> <p>Practising the difference between countable and uncountable nouns. Practising uncountable nouns that represent food. Practising countable and uncountable nouns. Practising the use of 'a', 'some' and 'any'. Practising the use of 'some', 'any', 'no' and 'a'/'an'. Practising 'much' and 'many'. Practising the modal verb 'should'.</p> <p>Practising Paper 2 Listening Part 5, focusing on extracting specific information and noting it down. Practising Paper 1 Reading and Writing Part 7, focusing on grammatical words.</p> <p>Testing the past simple and quantifiers: 'some', 'any', 'much' and 'many' and selecting the correct name for each picture.</p> <p>Practising identifying single words which have more than one syllable. Practising syllable stress.</p>
<b>6</b>	<b>Tourist attractions</b>	<p>Testing the past simple and quantifiers: 'some', 'any', 'much' and 'many' and matching occupations with the correct definitions.</p> <p>Practising syllable stress in single words. Contrasting the different endings for regular verbs in the past simple.</p> <p>Practising languages and countries. Practising words associated with holidays. Practising listening to an airport announcement, completing sentences and choosing the correct words to complete announcements.</p> <p>Practising past simple use of 'be'. Practising the affirmative form of the past simple regular. Practising spelling rules for the past simple regular. Practising how to use 'could' to talk about ability in the past. Practising the past simple. Practising past simple question formation. Practising all forms of the past simple.</p>

		<p>Practising Paper 2 Listening Part 2, focusing on an informal, longer conversation. Practising Paper 1 Reading and Writing Part 8, focusing on reading and writing down the correct words.</p>
<b>7</b>	<b>Famous works</b>	<p>Testing general language areas appropriate for your level, listening to descriptions of three people and deciding whether statements are true or false.</p> <p>Practising Paper 1 Reading and Writing Part 7, focusing on grammar and vocabulary. Practising Paper 2 Listening Part 4, focusing on extracting specific information and noting it down.</p> <p>Practising jobs and their descriptions. Practising different jobs and what they involve. Practising listening to a man talk about his job and choosing the correct words to complete a text and sentences.</p> <p>Practising identifying the stress pattern in two- and three-syllable words. Practising identifying the number of syllables in single word adjectives.</p> <p>Practising the negative form of the past simple regular. Practising the interrogative form of the past simple regular. Practising the use of the past simple regular. Practising past simple regular forms. Practising the past simple of 'have'. Practising the present simple and past simple. Practising regular and irregular past simple forms in affirmative and negative sentences. Practising the past simple.</p>
<b>8</b>	<b>Me and the world around me</b>	<p>Testing word order and comparatives and superlatives, listening to two people talking about where they live and selecting the questions for the answers heard.</p> <p>Practising Part 1 Reading and Writing Part 3, focusing on functional language. Practising Paper 2 Listening Part 1, focusing on factual information.</p> <p>Practising identifying the stressed words in short sentences describing actions. Practising identifying a speaker's opinion from the intonation of the word 'yes'.</p> <p>Practising definitions of adjectives. Practising listening to a woman talking about her wedding day and choosing words to complete a text and sentences. Listening to a conversation about pony-trekking and selecting the correct adjectives to complete the conversation.</p> <p>Practising comparatives formed by adding '-er' to the adjective. Practising irregular comparatives.</p> <p>Practising comparative adjectives. Practising superlatives formed by adding '-est' to the adjective. Practising superlatives formed by adding 'the most' before the adjective. Practising irregular superlatives. Practising comparative and superlative adjectives.</p>
<b>9</b>	<b>Wild world</b>	<p>Testing general language areas appropriate for this level. Listening to a radio programme about keeping pets and putting advice in the correct order.</p> <p>Practising Paper 2 Listening Part 1, focusing on factual information. Practising Paper 1 Reading and Writing Part 8, focusing on reading and writing down the correct words.</p> <p>Listening to a park ranger talking about where he works and clicking on the words you hear. Practising words you need to talk about domestic and wild animals. Practising words for different types of weather.</p>

		<p>Practising negative forms of the future with 'going to'. Practising how to ask and answer questions in the future with 'going to'. Practising the different uses of the future with 'going to'. Practising when to use the future with 'will/won't'. Practising 'will' and 'won't'. Practising the future with 'will' and 'won't'. Contrasting the use of 'will' and 'going to'. Contrasting 'will', 'won't' and 'going to'. Practising the use of 'will', 'going to' and the present simple to talk about the future.</p> <p>Practising identifying the word with a different vowel sound. Practising identifying interested intonation in questions.</p>
<b>10</b>	<b>Good buy</b>	<p>Practising Paper 1 Reading and Writing Part 1, focusing on notices. Practising Paper 2 Listening Part 1, focusing on factual information.</p> <p>Practising describing appearances. Practising the names of shops and what you can buy in them. Listening to conversations in a shop and answering questions about what you hear.</p> <p>Practising the present perfect affirmative. Practising the present perfect negative. Practising present perfect questions and short answers. Practising the present perfect. Practising 'been' and 'gone'. Practising the use of the present simple and the present perfect. Practising the present perfect with adverbs of time.</p> <p>Practising identifying the tone of the voice in questions. Practising identifying the same vowel sounds in single words that may have different spellings.</p> <p>Testing the present perfect, contrasted with past simple and verbs followed by infinitives or gerunds. Listening to four people talking about a lake or river near their home and completing a table.</p>

## Gateway B1



Unit	Module	Content
<b>1</b>	<b>Family matters</b>	<p>Practising identifying stressed words in questions.</p> <p>Practising Listening Part 4, focusing on understanding detail and opinions. Practising Reading Part 5, focusing on testing vocabulary and grammar.</p> <p>Testing present and future tenses and order of adjectives, listening to a news programme and reading statements.</p> <p>Practising contrasting the present simple and the present continuous. Practising the use and spelling rules of the present simple. Practising the use and spelling rules of the present continuous. Practising the use of articles. Practising the use of the definite article 'the', and the zero article.</p> <p>Practising talking about family relationships. Practising the formation of nouns from verbs by adding suffixes. Practising phrasal verbs.</p>

<p><b>2</b></p>	<p><b>Criminal records</b></p>	<p>Practising Writing Part 2, focusing on writing an email invitation. Practising Reading Part 3, focusing on reading for specific information.</p> <p>Practising identifying different-sounding endings in regular past tense verbs. Practising identifying the schwa in single words.</p> <p>Practising the past simple and past continuous. Practising the use of the past simple and past continuous. Practising the past simple use of 'be'.</p> <p>Practising the use of the past simple regular and irregular. Practising the use of the past continuous.</p> <p>Practising vocabulary related to a news story. Practising transforming nouns into verbs. Practising phrasal verbs with 'go' and 'get'.</p> <p>Testing general language areas appropriate for this level and listening to a description.</p>
<p><b>3</b></p>	<p><b>Lost in translation</b></p>	<p>Practising identifying the main syllable stress in countries and nationalities. Practising syllable stress in single words.</p> <p>Practising countable and uncountable nouns.</p> <p>Practising 'so' and 'enough' and 'so/too' followed by 'much/many', 'little', and 'few'. Practising 'a lot', 'lots of', 'loads of', 'several'. Practising 'little/a little', 'few/a few'. Practising 'much' v 'many'. Practising 'some', 'any', 'no' and 'a/an'. Practising relative pronouns.</p> <p>Testing tenses and quantifiers and listening to an interview.</p> <p>Practising phrasal verbs with 'up'. Practising negative adjective prefixes. Practising adjective prefixes ('un-', 'im-', 'in-', 'ir-').</p> <p>Practising Listening Part 2, focusing on understanding specific information and detailed meaning. Practising Writing Part 1, focusing on grammatical structures.</p>
<p><b>4</b></p>	<p><b>Fit and well</b></p>	<p>Practising Reading Part 2, focusing on skimming and scanning. Practising Reading Part 1, focusing on understanding signs, notices, notes and other short texts.</p> <p>Testing general language appropriate for this level.</p> <p>Practising identifying the main stressed syllable in single words. Practising identifying the stress pattern in two- and three-syllable words.</p> <p>Practising words for different types of health problems. Practising words made up of two nouns. Practising phrasal verbs with 'take'.</p> <p>Practising the past simple and the present perfect. Practising the present perfect with 'ever' and 'never'. Practising the present simple, present continuous and present perfect. Practising present perfect questions. Practising the use of the past simple, present simple and the present perfect.</p> <p>Practising the use of the prepositions of time 'for' and 'since'.</p>
<p><b>5</b></p>	<p><b>TV World</b></p>	<p>Practising Reading Part 2, focusing on reading for specific information and detailed comprehension. Practising Writing Part 1, focusing on grammatical structures.</p> <p>Practising different types of news categories. Practising names of types of TV programmes. Practising listening to a text about 'Pirates of the Caribbean' star Johnny Depp, deciding whether statements are true or false and completing a text.</p> <p>Testing general language appropriate for this level.</p> <p>Practising word stress. Practising word stress in sentences.</p>

		<p>Practising comparatives and superlatives. Practising 'too' and 'enough'. Practising the use of '(not) enough' and 'too' + adjective + infinitive. Practising the use of '(not) as ... as'; 'less ... than'.</p>
<b>6</b>	<b>Living planet</b>	<p>Practising Reading Part 5, focusing on vocabulary and grammar. Practising Listening Part 3, focusing on listening for detail.</p> <p>Practising contrasting 'will' and 'going to'. Practising the zero conditional. Practising the first conditional. Practising the different uses of the future with 'going to'. Practising the use of the future with 'will/won't'.</p> <p>Testing conditionals, prepositions and adverbs and listening to an interview.</p> <p>Practising words related to environmental issues and problems. Practising collocations with the verbs 'get', 'do' and 'make'.</p> <p>Practising identifying the effect of intonation. Practising pronouncing the sound of '-ing'.</p>
<b>7</b>	<b>Odd jobs</b>	<p>Practising Listening Part 1, focusing on factual information. Practising Reading Part 1, focusing on the language in signs or notices.</p> <p>Practising vowel sounds and spelling. Practising weak and strong syllables.</p> <p>Practising listening to a woman talk about her job and completing sentences and a text. Practising the use of collocations related to telephone language.</p> <p>Practising noun suffixes with '-r', '-er' and '-ist'.</p> <p>Practising the modal verbs 'mustn't', 'don't have to', 'don't need to' and 'needn't'. Practising the modal verbs 'should' and 'shouldn't'. Practising the modals of necessity 'must' and 'mustn't'. Practising 'must' and 'have to'. Practising the use of 'mustn't' and 'don't have to' to talk about obligation and necessity. Practising the use of forms of 'must', 'need' and 'have to' to talk about obligation and necessity. Practising the second conditional.</p> <p>Practising the uses of the second conditional.</p> <p>Testing time expressions and conditionals and listening to a description.</p>
<b>8</b>	<b>Good friends</b>	<p>Testing time expressions and conditionals. Listening for specific information.</p> <p>Practising the past perfect. Practising contrasting the use of the past simple with the past perfect. Practising when to use the past perfect. Practising contrasting the '-ing' form and the 'to'- infinitive.</p> <p>Practising verbs followed by an '-ing' form or infinitive with a change in meaning. Practising the use of gerunds and infinitives. Practising the difference between the infinitive and '-ing' forms. Practising '-ing' forms after prepositions.</p> <p>Practising word stress. Practising the pronunciation of the contracted form of 'would'.</p> <p>Practising Writing Part 1, focusing on grammatical structures. Practising Listening Part 1, focusing on factual information.</p> <p>Practising words to do with friendship. Practising grouping nouns with their related nouns and adjectives. Practising suffixes used to make adjectives into nouns.</p>

9	<b>Read on</b>	<p>Practising Writing Part 1, focusing on grammar structures. Practising Reading Part 4, focusing on understanding global meaning.</p> <p>Practising listening to a woman talk about her reading habits, deciding if statements are true or false and completing sentences. Practising word formation.</p> <p>Practising word stress. Practising identifying the main stressed words in sentences with changing information.</p> <p>Testing general language appropriate for this level.</p> <p>Practising reported speech and questions.</p> <p>Practising reporting verbs. Practising 'Wh-' reported questions. Practising 'yes/no' questions. Practising reported speech with past reporting verbs.</p>
10	<b>Cyberspace</b>	<p>Testing passive and prepositions of time 'in', 'at', 'on' and listening to a description.</p> <p>Practising syllable stress. Practising sound and spelling relationships.</p> <p>Practising Reading Part 2, focusing on skimming and scanning. Practising Listening Part 3, focusing on listening for detail.</p> <p>Practising the present passive. Practising the use of the passive and the active voice. Practising the present continuous passive form. Practising the present perfect passive form. Practising the use of the agent in passive sentences. Practising subject pronouns and possessive adjectives.</p> <p>Practising words to talk about information technology.</p>

## Gateway B1+



Unit	Module	Content
1	<b>Identity match</b>	<p>Practising identifying the number of syllables in single word adjectives. Practising identifying stressed words in questions.</p> <p>Testing general language areas appropriate for this level and listening to descriptions about people.</p> <p>Contrasting the present simple and present continuous. Practising present simple and present continuous use. Practising stative verbs. Practising recognition of verbs that are not normally used in the continuous form. Practising the present continuous. Practising adverbs of frequency. Practising the word order of adverbs of frequency.</p> <p>Contrasting the negative forms of the present simple and continuous.</p> <p>Practising Paper 1 Reading Part 2, focusing on skimming and scanning. Practising Paper 1 Writing Part 1, focusing on grammatical structures.</p> <p>Listening to descriptions of two people and choosing the adjectives that best describe each person. Listening to a man talking about his grandparents and selecting the adjectives you hear. Listening to a woman describing why she chose her job and identifying which adjectives she uses to describe a teacher.</p>

<p><b>2</b></p>	<p><b>Epic journeys</b></p>	<p>Testing general language areas appropriate for this level.</p> <p>Practising the past simple and past continuous. Practising full and short forms of the past perfect. Practising the past simple and past perfect. Contrasting the past simple with the past continuous. Practising ,used to' as a verb and as an adjective. Practising describing past habits/customs with ,used to'. Practising ,used to' for past habits and states. Practising the past simple.</p> <p>Practising vocabulary for journeys. Practising words related to travel. Practising words used to talk about airports.</p> <p>Practising Paper 1 Reading Part 5, focusing on vocabulary and grammar. Practising Paper 2 Listening Part 3, focusing on understanding and interpreting information.</p> <p>Practising identifying the correct tense in sentences. Practising identifying interested intonation in questions.</p>
<p><b>3</b></p>	<p><b>City life</b></p>	<p>Listening to a man describing Dubai and identifying the words you hear. Listening to a girl talking about her new house and selecting the correct words to complete sentences. Listening to a woman describing the place she lives in and choosing the correct sentences.</p> <p>Testing passives and prepositions of time: ,in', ,at', ,on'. Listening to a description of how cartoon films are made.</p> <p>Practising identifying word stress in sentences in which speakers express strong opinions and feelings.</p> <p>Practising the present perfect simple with ,ever' and ,never'. Practising the present perfect simple and continuous. Practising the present perfect continuous. Practising word order with adverbs of time. Practising the present perfect. Practising the uses of amplifiers. Practising the difference between the past simple and the past perfect.</p> <p>Practising Paper 1 Writing Part 1, focusing on grammatical structures.</p>
<p><b>4</b></p>	<p><b>Food for thought</b></p>	<p>Practising identifying a speaker's opinion from the intonation of the word ,yes'. Practising intonation.</p> <p>Practising Paper 2 Listening Part 1, focusing on factual information. Practising Paper 2 Listening Part 4, focusing on understanding detail and opinions.</p> <p>Testing general language areas appropriate for this level.</p> <p>Practising various future tenses. Practising future perfect statements and questions. Practising the future continuous. Practising the present continuous. Practising the future perfect. Practising when to use the future continuous. Practising the uses of the future perfect. Practising the present simple to talk about fixed future events.</p> <p>Practising words and phrases used in cooking. Listening to a recipe and matching verbs related to cooking and their definitions. Listening to a recipe and practising words and phrases used in cooking.</p>

<p><b>5</b></p>	<p><b>Learning for life</b></p>	<p>Testing present and future tenses and the order of adjectives. Listening to a student talking about her future plans as an athlete.</p> <p>Practising syllable stress. Practising identifying the main stressed syllable in single words.</p> <p>Practising modal verbs ,can' ,could' and ,may'. Practising the modal verbs ,should' and ,shouldn't'. Practising the modal verbs ,mustn't' ,don't have to' ,don't need to' and ,needn't'. Practising using ,should' and ,ought to' to give advice and opinions. Practising using ,mustn't' and ,don't have to' to talk about obligation and necessity. Practising ,can' and ,may'. Practising the second conditional. Practising the use of the second conditional.</p> <p>Practising Paper 2 Listening Part 1, focusing on factual information. Practising Paper 1 Reading Part 1, focusing on understanding signs, notices, notes and other short texts.</p> <p>Practising school subjects. Listening to a man describing his graduation day and matching words that go together. Practising words and phrases you need to talk about education.</p>
<p><b>6</b></p>	<p><b>Appliance of science</b></p>	<p>Testing general language areas appropriate for this level.</p> <p>Practising Paper 1 Reading Part 3, focusing on reading for specific information. Practising Paper 2 Listening Part 2, focusing on understanding people's opinions and feelings as well as specific information.</p> <p>Practising words and phrases that describe common electrical objects in homes. Practising names of pieces of electrical household equipment and their definitions. Practising collocations and choosing the correct verbs to complete short texts about advances in technology.</p> <p>Practising the passive voice. Practising different forms of the passive. Practising the way in which we use ,have something done'. Practising the passive and the active voice. Practising the present simple passive. Rearranging words to form passive sentences.</p> <p>Practising word stress in sentences.</p>
<p><b>7</b></p>	<p><b>Game on!</b></p>	<p>Practising relative pronouns. Practising the relative pronouns ,which' ,whose' ,who' and ,that'. Practising relative pronouns and their use in defining and non-defining relative clauses. Practising the omission of object pronouns in relative clauses. Practising the difference between defining and non-defining relative clauses. Practising defining and non-defining relative clauses. Practising relative clauses.</p> <p>Practising collocations with sports. Practising using ,play' ,go' and ,do' with different sports. Practising names of sports.</p> <p>Practising syllable stress.</p> <p>Practising Paper 1 Reading Part 5, focusing on understanding vocabulary and grammar. Practising Paper 2 Listening Part 4, focusing on understanding the main idea and specific information.</p> <p>Testing tense consolidation and relative clauses. Listening to someone talking about Concorde and deciding whether a series of statements is true or false.</p>

<p><b>8</b></p>	<p><b>Art attack</b></p>	<p>Testing general language areas appropriate for this level.</p> <p>Practising Paper 1 Reading Part 3, focusing on matching pieces of information with the sections of the test in which they are mentioned. Practising Paper 3 Use of English Part 1, focusing on vocabulary.</p> <p>Practising reported and direct speech. Practising reported speech. Practising direct speech. Practising ,Wh-‘ reported questions. Practising reported commands. Practising reported statements. Practising the use of reported speech. Practising reported speech and questions.</p> <p>Practising words you need to talk about music. Listening to a man describing his childhood and choosing the correct words to complete sentences. Listening to a woman talking about her reading habits and selecting the correct words to complete sentences.</p> <p>Practising identifying a different-sounding ending in a group of regular past tense verbs. Practising word stress in sentences.</p>
<p><b>9</b></p>	<p><b>History’s mysteries</b></p>	<p>Practising identifying the sounds when ,to‘ links with other words in sentences. Practising the weak and strong forms of ,was‘ ,were‘ ,can‘ and ,are‘.</p> <p>Practising Paper 4 Listening Part 3, focusing on understanding opinion and attitude. Practising Paper 3 Use of English Part 4, focusing on grammar and vocabulary.</p> <p>Practising word formation. Practising modals of deduction, ,must‘ and ,can’t‘, and of possibility, ,might‘ and ,could‘. Practising using ,must‘ and ,can’t‘ to talk about things you are certain of and to make deductions. Practising the modal verbs ,can’t‘ and ,must‘. Practising using ,can‘ ,could‘ ,may‘, and ,might‘ to talk about possibility. Practising the uses of the third conditional. Practising all the conditional forms. Practising the negative form of the third conditional. Practising the passive and the active voice.</p> <p>Practising political vocabulary. Practising fixed phrases.</p> <p>Testing general language areas appropriate for this level.</p>
<p><b>10</b></p>	<p><b>Shop until you drop</b></p>	<p>Testing general language areas appropriate for this level.</p> <p>Practising formal and informal responses in a shop. Practising identifying the stressed words in short sentences describing actions.</p> <p>Practising expressions that are useful when shopping. Practising words and phrases used in shops. Practising words related to shopping.</p> <p>Practising the uses of indefinite pronouns. Practising indefinite pronouns. Practising unreal tenses. Practising ,wish‘ and ,if only‘. Practising expressing regret with ,wish‘ ,if only‘ and some conditional clauses. Practising the infinitive with indefinite pronouns. Practising the use of ,some‘ ,any‘ and their compounds.</p> <p>Practising Paper 3 Use of English Part 1, focusing on vocabulary. Practising Paper 4 Listening Part 4, focusing on understanding gist, specific information, attitude and opinion.</p>



Unit	Module	Content
1	Study plans	<p>Identifying the correct stress pattern for multi-syllable nouns and verbs. Practising contrastive stress in questions.</p> <p>Practising Paper 3, Part 1, focusing on vocabulary in a text about studying English abroad. Practising Paper 1, Part 2, focusing on filling gaps in a text about an exam invigilator and a cheat.</p> <p>Listening to a woman listing the things she has to do, completing her 'To do' list and choosing the correct word to complete expressions. Practising words you need to talk about education. Checking your knowledge of nouns and noun phrases used with 'make' and 'do'.</p> <p>Testing tenses and verbs followed by '-ing' forms or the infinitive. Listening to people discussing the weather and choosing the correct ending for a series of sentences.</p> <p>Checking your knowledge of past simple and past continuous use. Practising the past simple and past continuous. Checking your knowledge on when to use the present perfect continuous. Practising the past simple and present perfect simple and continuous. Practising verbs followed by an '-ing' form or an infinitive without 'to'.</p>
2	Work experience	<p>Practising Paper 4, Part 3, focusing on understanding the opinion and attitude of people talking about holiday jobs. Practising Paper 1, Part 1, focusing on detailed comprehension in a text about the profession of travel journalism.</p> <p>Checking your knowledge of the use of the past perfect and past perfect continuous. Checking your knowledge of the use of the past simple and the past perfect. Practising the past perfect simple and continuous. Checking your knowledge of the use of 'would' and 'used to' to talk about past habits and states. Practising verb patterns with 'to' plus infinitive or '-ing'. Practising verbs followed by an '-ing' form or an infinitive with a change in meaning. Listening to a woman talking about her annoying work-mate and selecting 'will' or 'always' to complete sentences.</p> <p>Testing general language areas appropriate for this level. Listening to the story of the 'Mary Celeste' and completing a text.</p> <p>Practising words and phrases relating to the workplace. Practising phrasal verbs.</p> <p>Practising identifying attitude by listening to sentence intonation and stress. Practising distinguishing between words which contain a diphthong and words which don't.</p>

<p><b>3</b></p>	<p><b>Space and time</b></p>	<p>Practising Paper 1, Part 3, focusing on matching pieces of information in a text about a change that has been made at a university. Practising Paper 4, Part 1, focusing on various types of understanding.</p> <p>Practising identifying the main stressed syllable in single words. Practising identifying the stressed syllable of multi-syllable nouns in sentences.</p> <p>Practising words for journeys. Checking your knowledge of word formation using prefixes. Practising negative adjective prefixes.</p> <p>Testing tenses. Listening to four descriptions of a building or place and completing a table.</p> <p>Checking your knowledge of different tenses used to talk about the future. Practising various future tenses. Checking your knowledge of the different ways of expressing the future in the past. Practising the future perfect simple and continuous, ,will' and ,going to'.</p>
<p><b>4</b></p>	<p><b>Extraordinary behaviour</b></p>	<p>Practising identifying the changing syllable stress in nouns and their corresponding adjectives. Practising identifying two different pronunciations of the word ,the'.</p> <p>Listening to descriptions of four people and choosing the adjectives that best describe each person. Practising using suffixes to make nouns from verbs. Practising using suffixes to make nouns from adjectives.</p> <p>Testing general language areas appropriate for this level. Listening to five people talking about courses they have attended and choosing the correct answers to questions.</p> <p>Practising comparatives and superlatives. Checking your knowledge of ,(not) as ... as', ,less ... than'. Checking your knowledge of the comparative form of adverbs. Checking your knowledge of the superlative form of adverbs. Checking your knowledge of articles. Checking your knowledge of ,(not) enough' and ,too' plus adjective plus infinitive. Practising ,too' and ,enough'. Checking your knowledge of the uses of ,so', ,such', ,too', ,enough' and ,quite'.</p> <p>Practising Paper 3, Part 2, focusing on grammar in a text about the influence of music lessons on children's ability to remember things. Practising Paper 3, Part 3, focusing on vocabulary in a text about Salvador Dalí.</p>
<p><b>5</b></p>	<p><b>Money talks</b></p>	<p>Testing tenses and quantifiers. Listening to four people talking about how they spend their pocket money and completing a table.</p> <p>Practising Paper 3, Part 1, focusing on vocabulary in a text about two girls who found some money. Practising Paper 4, Part 3, focusing on understanding gist, specific information and attitude.</p> <p>Practising identifying silent consonants.</p> <p>Practising verbs you need to talk about money. Practising words used to talk about money. Practising phrasal verbs.</p> <p>Checking your knowledge of ,must' and ,have to'. Checking your knowledge of using ,can', ,may' and ,be allowed' for permission. Checking your knowledge of using ,must', ,need' and ,have to' to talk about obligation and necessity. Practising the modals ,mustn't', ,don't have to', ,don't need to' and ,needn't'. Practising a variety of modal verbs. Listening to a group of people sailing to the site of a shipwreck and matching beginning and endings of sentences.</p>

<p><b>6</b></p>	<p><b>Healthy habits</b></p>	<p>Practising identifying stress in questions in the second conditional. Practising identifying the stressed word in a conversation where the first speaker is contradicted.</p> <p>Practising zero, first, second and third conditional sentences. Practising the connectors ,unless', ,as long as', ,in case' and ,although'. Practising the connectors ,in case', ,unless', ,if', ,as long as' and ,when'. Checking your knowledge of the mixed conditional. Practising mixed conditional tenses. Practising the zero, first, second, third and mixed conditionals. Practising structures used after the verbs ,wish' and ,regret'.</p> <p>Practising Paper 3, Part 4, focusing on grammar and vocabulary. Practising Paper 4, Part 4, focusing on understanding gist, specific information, attitude and opinion.</p> <p>Listening to part of a radio programme about food and choosing the correct answer to questions. Listening to a nutritionist talking about food and drink and deciding whether statements are true or false. Listening to to part of a discussion about nutrition and choosing vitamins and minerals that types of food contain.</p>
<p><b>7</b></p>	<p><b>What's hot, what's not</b></p>	<p>Checking your knowledge of reported speech with past reporting verbs. Checking your knowledge of the tense changes used in reported speech. Checking your knowledge of other changes in reported speech. Checking your knowledge of the verbs ,say' and ,tell'. Practising reported questions. Practising reporting verbs.</p> <p>Testing tenses and connectors. Listening to a radio interview with an actor and deciding whether a series of statements is true or false.</p> <p>Practising Paper 3, Part 3, focusing on vocabulary in a text about drama courses.</p> <p>Practising words associated with music. Listening to a narrator talking about ,Pirates of the Caribbean' star Johnny Depp, deciding whether statements are true or false and completing a text about what the man says. Practising word stress in compound nouns. Practising syllable stress in words with more than three syllables.</p>
<p><b>8</b></p>	<p><b>Disaster areas</b></p>	<p>Practising different verb forms in a text about natural disasters. Checking your knowledge of verbs followed by prepositions. Practising verbs followed by prepositions.</p> <p>Practising Paper 3, Part 4, focusing on grammar and vocabulary. Practising Paper 4, Part 1, focusing on various types of understanding.</p> <p>Practising identifying vowel sounds. Practising identifying consonant sounds.</p> <p>Practising all forms of the passive. Practising active and passive verb patterns. Contrasting various tenses of the passive voice. Checking your knowledge of the passive voice. Practising impersonal statements. Practising active and passive verbs. Practising the passive infinitive.</p>

<p><b>9</b></p>	<p><b>High-tech heaven</b></p>	<p>Contrasting the two ways of pronouncing ,that' in English. Practising sound and spelling relationships.</p> <p>Practising Paper 4, Part 4, focusing on understanding gist, specific information, attitude and opinion. Practising Paper 1, Part 3, focusing on matching statements with people.</p> <p>Testing tenses and relative clauses. Listening to someone talking about Concorde, the supersonic plane, and deciding whether a series of statements is true or false.</p> <p>Checking your knowledge of the difference in punctuation between defining and non-defining relative clauses. Checking your knowledge of the use of ,that' in relative clauses. Practising relative pronouns. Checking your knowledge of relative clauses. Practising the use of ,What' at the beginning of sentences for emphasis. Practising ,that' clauses.</p> <p>Practising phrasal verbs to do with computers. Listening to five people talking about different technological items and matching each speaker with the correct item. Listening to two people being interviewed about computer games and deciding whose opinion is represented by the statements.</p>
<p><b>10</b></p>	<p><b>Breaking news</b></p>	<p>Checking your knowledge of inversion in statements. Practising negative inversion. Checking your knowledge of the use of the participle in clauses. Checking your knowledge of embedded questions. Practising embedded questions. Practising question tags.</p> <p>Testing general language areas appropriate for this level. Listening to three interviews about television and choosing the correct answer to a series of questions.</p> <p>Practising Paper 1, Part 2, focusing on filling in gaps in a text about why glaciers are melting. Practising Paper 4, Part 2, focusing on understanding specific information in an interview with a firefighter.</p> <p>Practising words used in newspaper headlines. Listening to three radio news items, matching headlines with the story and deciding whether statements are true or false. Listening to an account of a bank robbery, reading the newspaper report and selecting the information that is different from the information you hear.</p> <p>Practising question tags. Practising identifying single vowel sounds.</p>



Unit	Module	Content
1	Social animals	<p>Testing future tenses and past tense modals. Listening to three people talking about their names and matching information to each speaker.</p> <p>Practising word formation with suffixes. Practising expressions with parts of the body. Practising idiomatic similes.</p> <p>Practising identifying the speaker's feelings about accepting a job offer by listening to his intonation. Focusing on connected speech.</p> <p>Practising Paper 3 Part 2, focusing mainly on grammar. Practising Paper 4 Part 4, focusing on understanding gist, specific information, attitude and opinion.</p> <p>Practising the past simple, present perfect and present perfect continuous. Practising the past simple, present perfect, past perfect simple and continuous. Practising the past simple, past continuous and past perfect. Checking your knowledge of the use of the past perfect and past perfect continuous. Checking your knowledge of the different ways of expressing the future in the past. Checking your knowledge of ,would' and ,used to' to talk about past habits and states. Checking your knowledge of how to use would to talk about repeated actions in the past. Checking your knowledge of how to use ,would' for predictable actions and behaviour.</p>
2	On the road	<p>Practising words relating to driving and taking a driving test. Practising expressions used to talk about legal and moral obligation. Practising verb collocations.</p> <p>Checking your knowledge of using forms of ,must', ,need' and ,have to' to talk about obligation and necessity. Checking your knowledge of the use of ,have to' to talk about obligation. Checking your knowledge of using ,should' and ,ought to' to give advice and opinions. Checking your knowledge of using ,can', ,may' or ,be allowed to' to ask for and give permission. Practising a variety of modal verbs. Practising modals of deduction, ,must' and ,can't', and of possibility, ,might' and ,could'. Checking your knowledge of using ,must' and ,can't' to talk about things you are certain of and to make deductions. Checking your knowledge of how modal verbs are used in academic English.</p> <p>Focusing on word stress in sentences in which speakers express strong opinions and feelings.</p> <p>Testing future tenses and past tense modals. Listening to three people talking about their names and matching information to each speaker.</p>

<p><b>3</b></p>	<p><b>Beautiful minds</b></p>	<p>Practising using prefixes. Practising the formation of negative words. Practising the formation of negative words.</p> <p>Practising verbs followed by the gerund or the infinitive. Practising the use of the infinitive or the , -ing' form after certain verbs. Practising verbs followed by an , -ing' form or infinitive with a change in meaning. Checking your knowledge of the difference between the infinitive and , -ing' forms. Checking your knowledge of verbs form from A-L followed by , -ing'. Checking your knowledge of verbs from M-Z followed by the , -ing' form. Checking your knowledge of the structure object + , -ing' form. Checking your knowledge of the structure verb + object + infinitive.</p> <p>Practising identifying consonants which are pronounced when linking words in natural speech.</p> <p>Testing on tense consolidation and verbs followed by gerund or infinitive. Listening to an interview with an astronaut and choosing the correct ending for a series of sentences.</p> <p>Practising Paper 1 Part 3, focusing on matching pieces of information with the sections of the text in which they are mentioned. Practising Paper 3 Part 1, focusing on vocabulary.</p>
<p><b>4</b></p>	<p><b>Unnatural science</b></p>	<p>Practising Paper 1 Part 2, focusing on filling gaps in a text with sentences that have been removed from the text.</p> <p>Practising compound nouns. Practising compound adjectives used to describe people. Practising adverbs.</p> <p>Checking your knowledge of all the conditional forms. Practising your understanding of conditional sentences. Practising the first, second and third conditional. Checking your knowledge of when to use the future continuous. Checking your knowledge of the future perfect simple and the future perfect continuous. Checking your knowledge of the future perfect. Checking your knowledge of the use of the future perfect continuous. Practising the future perfect.</p> <p>Testing future tenses and past tense modals. Listening to three speakers talking about how they dodged admission costs to various events and matching information to each speaker.</p> <p>Contrasting voiced fricatives and unvoiced fricatives. Practising the use of strong forms of auxiliary verbs.</p>
<p><b>5</b></p>	<p><b>Under control</b></p>	<p>Testing on tenses and quantifiers. Listening to five people talking about different crimes and putting information in the correct order.</p> <p>Practising phrases that include prepositions. Practising fixed prepositional phrases in relative clauses. Practising combinations of verbs or nouns with prepositions.</p> <p>Practising word stress. Focusing on distinguishing between formal and informal statements.</p> <p>Checking your knowledge of the uses of amplifiers. Checking your knowledge of the uses of ,so', ,such', ,too', ,enough' and ,quite'. Rearranging words to make correct emphatic sentences. Practising emphasizing an action using structures with ,what', ,all' and ,it'.</p>

<p><b>6</b></p>	<p><b>Home truths</b></p>	<p>Practising Paper 4 Part 1, focusing on various types of understanding. Practising Paper 1 Part 3, focusing on matching statements with short text extracts.</p> <p>Checking your knowledge of reported speech with past reporting verbs. Checking your knowledge of how to use reporting verbs. Checking your knowledge of the tense changes used in reported speech. Checking your knowledge of reported speech with past reporting verbs. Practising reported speech with infinitives and ,-ing' forms. Checking your knowledge of how verbs used in reported speech are used in academic English. Practising reported statements.</p> <p>Practising identifying speakers' attitudes from their intonation. Practising identifying stressed words within sentences.</p> <p>Testing on tense consolidation and future tenses. Listening to three news reports and completing a table.</p> <p>Reading descriptions and match them with the correct cities. Listening to a radio programme about a quiz on cities around the world. Listening to a psychologist talking about what a room says about the person living there.</p>
<p><b>7</b></p>	<p><b>The hard sell</b></p>	<p>Practising frequently used business and money words. Practising words and phrases in common use in the world of advertising and marketing today. Practising words and phrases connected with advertising and marketing.</p> <p>Testing wishes/regrets and connectors, and listening to an interview about changes in employment patterns in the coming years and completing notes.</p> <p>Checking your knowledge of how passive verbs are used in academic English. Checking your knowledge of the use of the agent in passive sentences. Checking your knowledge of the passive infinitive. Practising the determiners ,both', ,either', ,none', ,all' and ,each'. Checking your knowledge of ,each' and ,every'. Checking your knowledge of ,no', ,none'/'none of', ,neither of'.</p> <p>Practising Paper 3 Part 1, focusing on vocabulary. Practising Paper 4 Part 4, focusing on understanding gist, specific information, attitude and opinion.</p> <p>Focusing on word stress in sentences. Practising identifying the changing syllable stress in nouns and their corresponding adjectives.</p>
<p><b>8</b></p>	<p><b>Live life</b></p>	<p>Checking your knowledge of compound adjectives and verbs. Practising words that are often confused. Practising collocations.</p> <p>Checking your knowledge of the use of the past participle. Checking your knowledge of the use of the gerund. Practising comparative structures. Checking your knowledge of words and structures used to compare and contrast in academic English. Checking your knowledge of double comparatives. Checking your knowledge of the structure ,the ... the'.</p> <p>Practising Paper 3 Part 1, focusing on vocabulary.</p> <p>Testing on wishes/regrets and connectors, and listening to an interview with a photographer who takes pictures of ghostly sites and complete notes.</p> <p>Focusing on word stress in descriptions of actions.</p>

<p><b>9</b></p>	<p><b>New challenges</b></p>	<p>Practising words and phrases connected with how people perform in their jobs. Practising verbs connected with management. Practising idiomatic expressions.</p> <p>Checking your knowledge of the indefinite article. Checking your knowledge of the zero article. Checking your knowledge of articles. Practising the articles ,a' ,an' ,the' or zero article (-). Practising the use of ,a/an' ,the' and the zero article. Practising the use of prepositions in relative clauses.</p> <p>Practising Paper 1 Part 2, focusing on filling gaps in a text with sentences that have been removed from the text. Practising Paper 3 Part 1, focusing on vocabulary.</p> <p>Practising intonation. Practising identifying the /r/ sound used in connected speech.</p>
<p><b>10</b></p>	<p><b>Parting words</b></p>	<p>Practising Paper 1 Part 1, focusing on detailed comprehension of points made, opinions expressed and vocabulary used in a text. Practising Paper 3 Part 2, focusing mainly on grammar.</p> <p>Practising common compound nouns. Practising words that are often confused. Practising phrasal verbs.</p> <p>Practising verbs followed by an ,-ing' form or infinitive with a change in meaning. Contrasting the ,-ing' form and the ,to' + infinitive. Practising the infinitive and the ,-ing' form. Checking your knowledge of the use of gerunds and infinitives. Checking your knowledge of the form and uses of the infinitive. Checking your knowledge of ,-ing' forms to indicate purpose. Checking your knowledge of how structures using certain words and phrases followed by a gerund are used in academic English.</p> <p>Testing on conditionals and relative pronouns: ,-ever'. Listening to a description of Internet etiquette and reading sentences and selecting true or false.</p>

## General English Level 1

Unit	Module	Content
1	<b>Hello!</b>	<ul style="list-style-type: none"> <li>Asking and answering personal questions</li> <li>Countries and languages</li> <li>Finding out personal information</li> <li>Using the alphabet</li> <li>Using subject pronouns; using the verb ,to be' in affirmative statements</li> </ul>
	<b>Hello again</b>	<ul style="list-style-type: none"> <li>Numbers 1-100</li> <li>Talking about yourself; understanding numbers</li> <li>Listening and matching car number plates</li> <li>Using the verb ,to be' in questions</li> </ul>
	<b>What do you do?</b>	<ul style="list-style-type: none"> <li>Listening to people talk about their jobs</li> <li>Using contractions with the verb ,to be'</li> <li>Identifying stress patterns, listening for syllable stress</li> <li>Talking about nationalities and jobs</li> <li>Jobs. (Note: Select ,jobs' from the list of topics in the game.)</li> </ul>
	<b>In the classroom</b>	<ul style="list-style-type: none"> <li>Understanding classroom language; understanding instructions</li> <li>Using the imperative</li> <li>Classroom objects; useful classroom language; spelling classroom vocabulary</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>Using the verb ,to be'; using subject pronouns; using the imperative</li> <li>Spelling of jobs</li> <li>Reviewing language covered in this Unit</li> <li>Matching jobs and people</li> </ul>
	2	<b>Likes and dislikes</b>
<b>Sport</b>		<ul style="list-style-type: none"> <li>Using possessive adjectives</li> <li>Talking about possession; talking about sport</li> <li>Names of sports</li> <li>Listening to two people talking about sports</li> </ul>
<b>Family</b>		<ul style="list-style-type: none"> <li>Family members</li> <li>Using possessive adjectives and pronouns</li> <li>Talking about the family</li> <li>Identifying different family members</li> </ul>

	<b>Possessions</b>	<ul style="list-style-type: none"> <li>• Listening to people talking about where possessions are; using prepositions of place</li> <li>• Practising singular and plural nouns; prepositions of place</li> <li>• Talking about possessions and where things are</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Listening to young people talking about their fathers</li> <li>• People's hobbies and interests</li> <li>• Reviewing language covered in this Unit</li> <li>• Expressing likes and dislikes with a mixture of singular and plural nouns; using the possessive ,s, using prepositions of place</li> </ul>
<b>3</b>	<b>Time</b>	<ul style="list-style-type: none"> <li>• Telling the time; practising prepositions of time</li> <li>• The time</li> <li>• Talking about time</li> <li>• Understanding the time in conversations</li> </ul>
	<b>People and descriptions</b>	<ul style="list-style-type: none"> <li>• Putting adjectives in the right order</li> <li>• Personality adjectives; adjectives to describe people and parts of the body</li> <li>• Understanding what people are doing</li> <li>• Describing people's appearance and personality</li> </ul>
	<b>Animals</b>	<ul style="list-style-type: none"> <li>• Talking about animals and animals' features</li> <li>• Listening to someone talking about animals in a zoo</li> <li>• Practising different forms of ,have got'; descriptions of animals' physical appearance</li> <li>• Wild and domestic animals</li> </ul>
	<b>Routines</b>	<ul style="list-style-type: none"> <li>• A routine; phrases for routines</li> <li>• Listening to people talking about their daily routine</li> <li>• Practising the present simple for routines; practising prepositions of time</li> <li>• Talking about routines</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Time words - ,midday', ,half past'</li> <li>• Understanding key details in announcements</li> <li>• Using ,have got' and adjectives; practising the present simple for routines</li> <li>• Reviewing language covered in this Unit</li> </ul>
<b>4</b>	<b>Food</b>	<ul style="list-style-type: none"> <li>• Food; identifying fruit and vegetables</li> <li>• Talking about food</li> <li>• Practising the use of ,there is' and ,there are'</li> <li>• Practising syllable stress</li> <li>• Listening to two people ordering food</li> </ul>
	<b>Houses</b>	<ul style="list-style-type: none"> <li>• Contrasting the use of ,a', ,some', ,any'; practising definite and indefinite articles; practising definite and indefinite articles and the zero article</li> <li>• Describing rooms in a house</li> <li>• Talking about houses and their contents</li> <li>• Furniture and appliances</li> </ul>
	<b>Clothes</b>	<ul style="list-style-type: none"> <li>• Practising the present continuous</li> <li>• Listening to a conversation about the clothes people like</li> <li>• Clothes and colours; work clothes</li> <li>• Talking about clothes</li> </ul>

	<b>Shopping</b>	<ul style="list-style-type: none"> <li>• Talking about shopping</li> <li>• Shop-related vocabulary</li> <li>• Listening to conversations in shops</li> <li>• Identifying the tone of voice in questions</li> <li>• Practising ,this/these', ,that/those'</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Food groups</li> <li>• Buying things in a supermarket</li> <li>• Contracted speech - ,like/I'd like'</li> <li>• Using the present simple and the present continuous</li> </ul>
<b>5</b>	<b>Places and directions</b>	<ul style="list-style-type: none"> <li>• Identifying numbers of syllables</li> <li>• Identifying places in a town</li> <li>• Talking about directions and where places are</li> <li>• Practising prepositions of place</li> <li>• Places and buildings</li> </ul>
	<b>Travel</b>	<ul style="list-style-type: none"> <li>• Listening to somebody checking into a hotel and noting personal details</li> <li>• Talking about travel</li> <li>• Practising comparative adjectives</li> <li>• Forms of transport; useful travel words</li> </ul>
	<b>Entertainment</b>	<ul style="list-style-type: none"> <li>• Home entertainment equipment; places to go for entertainment</li> <li>• Talking about ability, giving permission; describing how often something happens</li> <li>• Practising the modal verb ,can' for ability</li> <li>• Adverbs of frequency</li> </ul>
	<b>Environment</b>	<ul style="list-style-type: none"> <li>• Identifying how a family helps the environment</li> <li>• Practising the negative forms of the present simple and the present continuous; contrasting the present simple and present continuous</li> <li>• Words to do with the natural world; weather words</li> <li>• Talking about the environment</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Contrasting the present simple and the present continuous</li> <li>• Places and what you do in them; things for recycling</li> <li>• Listening to people saying what they can do</li> <li>• Reviewing language covered in this Unit</li> </ul>
<b>6</b>	<b>Work</b>	<ul style="list-style-type: none"> <li>• Contrasting the use of ,was' and ,were'; ,was' and ,were' - questions and short answers</li> <li>• Office equipment</li> <li>• Talking about the past; using vocabulary connected with work</li> </ul>
	<b>Hobbies</b>	<ul style="list-style-type: none"> <li>• Different types of hobby</li> <li>• Talking about the past; using vocabulary connected with hobbies</li> <li>• Past simple irregular verbs</li> <li>• Practising the past simple of regular verbs; practising the past simple of regular and irregular verbs</li> </ul>
	<b>Holidays</b>	<ul style="list-style-type: none"> <li>• Talking about the past in connection with holidays</li> <li>• Identifying tone of voice in questions about a holiday</li> <li>• Listening to a conversation about a holiday</li> <li>• Practising the past simple in questions and negative statements; questions in the past simple</li> <li>• Holiday activities</li> </ul>

	<b>Leisure</b>	<ul style="list-style-type: none"> <li>Identifying intonation in questions showing interest</li> <li>Identifying someone expressing preferences to do with leisure time</li> <li>Leisure activities</li> <li>Choosing the correct form for comparative adjectives</li> <li>Talking about preferences in what we do</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>The places people work</li> <li>Listening to a conversation about someone's weekend</li> <li>Reviewing language covered in this Unit</li> <li>Past simple regular and irregular - affirmative and negative; spelling regular past tenses</li> </ul>

## General English Level 2



Unit	Module	Content
<b>1</b>	<b>Personal identification</b>	<ul style="list-style-type: none"> <li>Questions about personal information</li> <li>Using question words to ask for personal information; practising the present simple of the verb 'be' with contractions</li> <li>Listening to someone being interviewed about his life</li> <li>Asking for and giving personal details: name, age, address, occupation etc</li> <li>Identifying a speaker's attitude from the intonation of questions</li> </ul>
	<b>People and clothes</b>	<ul style="list-style-type: none"> <li>Asking and answering questions about people, describing people's appearance</li> <li>Listening to somebody talking about himself and a friend</li> <li>Descriptions of people's appearance</li> <li>Listening for words that are linked</li> <li>Using question words to complete a conversation describing someone</li> </ul>
	<b>The family</b>	<ul style="list-style-type: none"> <li>Talking about relatives and family relationships</li> <li>Completing sentences about a family</li> <li>Members of the family</li> <li>Using possessive adjectives</li> </ul>
	<b>Work and jobs</b>	<ul style="list-style-type: none"> <li>Using the present simple</li> <li>Counting syllables in names of jobs</li> <li>Descriptions of jobs</li> <li>Matching people with the way they travel to work</li> <li>Talking about jobs and where people work</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>Listening to a conversation in an airport and matching people and their bags</li> <li>Matching jobs with the kind of work involved</li> <li>Completing sentences using the present simple; using question words to complete questions with the present simple</li> <li>Reviewing language covered in this Unit</li> </ul>

2	<b>Schedules</b>	<ul style="list-style-type: none"> <li>Identifying stress in questions about timetables</li> <li>Asking and telling people the time, day or date; talking about daily schedules</li> <li>Completing a diary with someone's activities; matching someone's sports activities with the day they do them on</li> <li>Time</li> <li>Contrasting the present simple and present continuous</li> </ul>
	<b>House and home</b>	<ul style="list-style-type: none"> <li>Using prepositions of place and movement</li> <li>Matching descriptions of houses with owners</li> <li>Identifying and describing accommodation (houses, flats, rooms, furniture etc.)</li> <li>Description of a home</li> </ul>
	<b>Directions</b>	<ul style="list-style-type: none"> <li>Matching instructions with pictures</li> <li>Directions</li> <li>Asking the way and giving directions; following instructions</li> <li>Using 'there is/there are' to complete a text about a map; forming 'wh-' questions to get directions and information</li> </ul>
	<b>Food and drink</b>	<ul style="list-style-type: none"> <li>Identifying stress patterns</li> <li>Talking about food and drink</li> <li>Using 'there is/there are' with countable and uncountable nouns</li> <li>Listening for specific information in a monologue about plans for a party; listening to two people ordering food</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>Identifying where you see certain signs</li> <li>Listening to conversations and deciding where people are</li> <li>Completing sentences using the present simple and present continuous; using 'there is/there are' to complete a text</li> <li>Reviewing language covered in this Unit</li> </ul>
3	<b>Sport</b>	<ul style="list-style-type: none"> <li>Using the verbs 'play', 'go' and 'do' with sports</li> <li>Talking about sport; expressing obligation</li> <li>Completing a text with 'must' or 'mustn't'</li> <li>Putting sports in the order you hear them</li> </ul>
	<b>What's the weather doing?</b>	<ul style="list-style-type: none"> <li>Talking about the weather</li> <li>Identifying types of weather; making sentences about the weather</li> <li>Practising adverbs of frequency in relation to the weather; changing adjectives into adverbs</li> <li>Identifying types of weather</li> <li>Identifying stress in sentences using the present continuous</li> </ul>
	<b>Animals</b>	<ul style="list-style-type: none"> <li>Distinguishing between different vowel sounds in single words</li> <li>Talking about animals</li> <li>Making sentences about animals; identifying domestic animals and wild animals</li> <li>Completing sentences comparing animals</li> </ul>
	<b>Visits and journeys</b>	<ul style="list-style-type: none"> <li>Adjectives in a conversation about pony-trekking</li> <li>Talking about visits and journeys</li> <li>Using comparative adjectives with 'more ... than' and 'less ... than' in the story of a holiday; using comparative adjectives with 'as ... as' in the story of a journey; using comparative and superlative adjectives</li> </ul>

	<b>Review</b>	<ul style="list-style-type: none"> <li>• Practising adverbs of frequency; using ,must' and ,mustn't'</li> <li>• Reviewing language covered in this Unit</li> <li>• Listening to a conversation about windsurfing using superlative adjectives</li> <li>• Completing definitions of adjectives</li> </ul>
<b>4</b>	<b>Can I? Could I?</b>	<ul style="list-style-type: none"> <li>• Using ,can' , ,could' and ,may' to ask for permission</li> <li>• Completing sentences about leisure activities</li> <li>• Pronouncing ,can' and ,can't'</li> <li>• Expressing likes and dislikes</li> </ul>
	<b>Travel</b>	<ul style="list-style-type: none"> <li>• Completing a text using the present continuous with a future meaning</li> <li>• Completing sentences about travel</li> <li>• Identifying similar vowel sounds in words related to transport</li> <li>• Identifying changes in future plans</li> <li>• Talking about travel and future plans</li> </ul>
	<b>Health</b>	<ul style="list-style-type: none"> <li>• Matching similar vowel sounds in nouns for parts of the body</li> <li>• Identifying information about a healthy lifestyle using the present simple or the present continuous</li> <li>• Comparing ,will/won't' with the present simple; the future with ,will/won't'</li> <li>• Parts of the body</li> <li>• Talking about one's health</li> </ul>
	<b>Making plans</b>	<ul style="list-style-type: none"> <li>• Identifying topics you hear mentioned in a conversation about a library</li> <li>• Completing a text using ,had to' , ,didn't have to' and ,couldn't'; completing a conversation with articles</li> <li>• Identifying stressed syllables</li> <li>• Talking about education</li> <li>• Computers</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Reviewing language covered in this Unit</li> <li>• Completing sentences with different future forms; using ,will' and ,won't' to complete sentences; understanding the different future forms</li> <li>• Matching words and definitions</li> <li>• Listening to an interview and identifying future plans</li> </ul>
<b>5</b>	<b>Social interaction</b>	<ul style="list-style-type: none"> <li>• Using the , -ing' form v infinitive and making suggestions</li> <li>• Identifying the problems someone has making a phone call</li> <li>• Making and responding to suggestions, offers and requests; giving advice</li> <li>• Problems and solutions</li> <li>• Identifying tone of voice - happy or not happy?</li> </ul>
	<b>Shopping</b>	<ul style="list-style-type: none"> <li>• Matching vowel sounds in words for colours and clothes</li> <li>• Completing sentences using ,much' and ,many'; using ,how much' and ,how many'</li> <li>• Buying and selling things</li> <li>• Understanding a conversation in a shop</li> <li>• Verbs connected with money</li> </ul>
	<b>Holidays</b>	<ul style="list-style-type: none"> <li>• Answering questions about an interview</li> <li>• Talking about past events, recent activities and completed actions</li> <li>• Completing a conversation using the past simple regular and irregular</li> <li>• Air travel and airports</li> </ul>

	<b>What they did</b>	<ul style="list-style-type: none"> <li>Using the past simple to describe what someone did yesterday; completing sentences</li> <li>Talking about completed actions in the past</li> <li>Listening for information about what someone did and didn't do</li> <li>Past forms of irregular verbs</li> <li>Identifying the number of syllables in adjectives</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>Putting a conversation in a shop in the correct order; completing a text about past events in a man's life</li> <li>Reviewing language covered in this Unit</li> <li>Practising the past simple of irregular verbs; using the past simple and continuous to complete a story</li> <li>Matching words with their opposites</li> </ul>
<b>6</b>	<b>In the city</b>	<ul style="list-style-type: none"> <li>Completing a text about recycling in the city</li> <li>Using quantity words</li> <li>Giving information about places; expressing quantity</li> <li>Matching buildings with descriptions; using expressions of quantity</li> </ul>
	<b>Advice</b>	<ul style="list-style-type: none"> <li>Completing sentences giving advice using modals; matching problems with advice</li> <li>Identifying different vowel sounds</li> <li>Giving advice</li> <li>Completing dialogues using phrasal verbs</li> </ul>
	<b>Cooking</b>	<ul style="list-style-type: none"> <li>Identifying stress patterns in words for food</li> <li>Talking about food and ordering meals</li> <li>Putting a conversation in the correct order</li> <li>Rearranging sentences using the present perfect and 'just'; completing sentences with indefinite pronouns</li> <li>Cooking words and phrases</li> </ul>
	<b>Personal experience</b>	<ul style="list-style-type: none"> <li>Talking about past experiences linked to the present</li> <li>Completing a text using the present perfect with 'for' and 'since'</li> <li>Identifying specific information in a conversation about someone's life</li> <li>Useful language for a conversation</li> <li>Identifying past participles</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>Reviewing language covered in this Unit</li> <li>Completing a text about the effect of tourists on the environment</li> <li>Listening to the infinitive of a verb and choosing the correct past form; matching questions and answers</li> <li>Sizes of places in the town and the country</li> </ul>



Unit	Module	Content
1	<b>Personal identification</b>	<ul style="list-style-type: none"> <li>Forming questions asking for personal information</li> <li>Identifying the correct vowel sound</li> <li>Matching personal questions and answers in a conversation between an immigration officer and a passenger</li> <li>Asking for and giving personal details</li> <li>Everyday activities</li> </ul>
	<b>Work and jobs</b>	<ul style="list-style-type: none"> <li>Using suffixes to create new words</li> <li>Talking about work and workplaces</li> <li>Identifying stress in words for jobs</li> <li>Listening to interviews about people's work and answering questions</li> <li>Using the correct form of the present continuous</li> </ul>
	<b>In the city</b>	<ul style="list-style-type: none"> <li>Completing a text about living in cities using the present simple and continuous</li> <li>Identifying places in a town on a map</li> <li>Identifying long and short vowel sounds in sentences</li> <li>Describing aspects of life in towns and cities</li> <li>Identifying adjectives with the same or similar meaning</li> </ul>
	<b>At home</b>	<ul style="list-style-type: none"> <li>Identifying stressed words</li> <li>Talking about houses, items of furniture and where things and people are</li> <li>Furniture and rooms in a house</li> <li>Using prepositions of place and movement</li> <li>Identifying where conversations take place</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>Matching jobs to pictures</li> <li>Reviewing language covered in this Unit</li> <li>Completing information about businesses</li> <li>Completing a text about a house using subject pronouns and possessive adjectives; completing a text using the present simple and present continuous</li> </ul>
	2	<b>Entertainment</b>
<b>Travel</b>		<ul style="list-style-type: none"> <li>Completing statements about the explorer, Sir Ranulph Fiennes</li> <li>Identifying sounds</li> <li>Completing a text using object pronouns; completing a text using the present perfect</li> <li>Travel</li> <li>Talking about past events, recent activities and completed actions</li> </ul>

	<b>Crime</b>	<ul style="list-style-type: none"> <li>Names of musical instruments (in a game about a burglary)</li> <li>Listening to a statement to the police and deciding which parts are true</li> <li>Talking about states in the past</li> <li>Using the past continuous to complete a text; practising the past simple and past continuous in a story</li> </ul>
	<b>Famous people</b>	<ul style="list-style-type: none"> <li>Identifying vowel sounds</li> <li>Talking about famous people's lives</li> <li>Answering questions about a film star</li> <li>Completing a text using the conjunctions ,and' and ,but'; using question tags in an interview</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>Matching nouns with definitions</li> <li>Listening to a conversation about meeting a celebrity and putting events in the correct order</li> <li>Reviewing language covered in this Unit</li> <li>Completing sentences using past tenses; forming questions with the present perfect and ,ever'; completing a story with the past continuous</li> </ul>
<b>3</b>	<b>Health</b>	<ul style="list-style-type: none"> <li>Listening to a conversation about cycling and deciding whether statements are true or false</li> <li>Talking about health and fitness</li> <li>The final ,t' in ,must' and ,mustn't'</li> <li>Health problems</li> <li>Completing sentences using ,must/mustn't'</li> </ul>
	<b>Offers and requests</b>	<ul style="list-style-type: none"> <li>Choosing the correct register in offers and requests</li> <li>Pronouncing ,th'</li> <li>Making and accepting offers and requests</li> <li>Listening to conversations at a barbecue and rearranging words to make offers</li> <li>Requests and responses</li> </ul>
	<b>Suggestions</b>	<ul style="list-style-type: none"> <li>At a party</li> <li>Identifying stress</li> <li>Matching statements and suggestions</li> <li>Matching zodiac signs and pictures</li> <li>Making and responding to suggestions</li> </ul>
	<b>Advice</b>	<ul style="list-style-type: none"> <li>Opposites</li> <li>Giving advice</li> <li>Identifying polite intonation</li> <li>Deciding which advice from a helpline you're listening to</li> <li>Completing sentences using ,should/shouldn't' and ,have to/don't have to'; giving advice using ,should'</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>Completing sentences using modal verbs</li> <li>Working out who did what</li> <li>Reviewing language covered in this Unit</li> <li>Collective nouns</li> <li>Identifying vowel sounds</li> </ul>
<b>4</b>	<b>Thief</b>	<ul style="list-style-type: none"> <li>Phrasal verbs</li> <li>Working out which suspect the police are talking to</li> <li>Identifying vowel sounds</li> <li>Completing a text using ,too' and ,enough'</li> <li>Talking about crime</li> </ul>

	<b>Food</b>	<ul style="list-style-type: none"> <li>• Talking about food; expressing possibility</li> <li>• Recognizing the meaning of signs</li> <li>• Matching sentence beginnings and endings using the zero conditional</li> <li>• Identifying stressed words in sentences and questions</li> <li>• Working out whether people are enthusiastic about food or not</li> </ul>
	<b>Exercise</b>	<ul style="list-style-type: none"> <li>• Identifying long and short vowels</li> <li>• Practising comparatives and superlatives; completing questions using superlatives</li> <li>• Talking about sports; making comparisons</li> <li>• Sports</li> <li>• Organizing a conversation about windsurfing</li> </ul>
	<b>Schooldays</b>	<ul style="list-style-type: none"> <li>• Identifying topics you hear mentioned in a conversation about a library</li> <li>• Completing a text using ,had to', ,didn't have to' and ,couldn't'; completing a conversation with articles</li> <li>• Identifying stressed syllables</li> <li>• Talking about education</li> <li>• Computers</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Choosing the correct answers to various questions about the Channel Tunnel (from the UK to France)</li> <li>• Reviewing language covered in this Unit</li> <li>• Making verbs from nouns</li> <li>• Completing sentences using the first conditional; using ,too' and ,enough'</li> </ul>
<b>5</b>	<b>Objects</b>	<ul style="list-style-type: none"> <li>• Household equipment</li> <li>• Describing objects and what they are used for</li> <li>• Identifying descriptions of objects</li> <li>• Identifying vowel sounds</li> <li>• Completing sentences using infinitives</li> </ul>
	<b>Making plans</b>	<ul style="list-style-type: none"> <li>• Completing a memo</li> <li>• Using suffixes to make nouns from adjectives</li> <li>• Talking about future plans</li> <li>• Completing conversations with the correct future form</li> </ul>
	<b>Details, details!</b>	<ul style="list-style-type: none"> <li>• Completing a chart with information about amount of sunshine, temperatures and rainfall</li> <li>• Using numbers and talking about quantities</li> <li>• Recognizing vowel sounds</li> <li>• Completing a report using quantifiers</li> <li>• Adding prefixes to verbs to create new words</li> </ul>
	<b>Memories</b>	<ul style="list-style-type: none"> <li>• Listening to an interview with an elderly person and understanding her opinions</li> <li>• Completing sentences with ,used to'</li> <li>• Discussing past habits; understanding opinions</li> <li>• Matching vowel sounds</li> <li>• Opposites</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Rearranging words to make sentences using the future simple; matching phrasal verbs and meaning; using future tenses</li> <li>• Reviewing language covered in this Unit</li> <li>• Using suffixes to make nouns from verbs</li> <li>• Understanding what people say on their journey to the site of a shipwreck</li> </ul>

<b>6</b>	<b>What did they say about themselves?</b>	<ul style="list-style-type: none"> <li>• Talking about travel in air and space; reporting statements and questions</li> <li>• Listening for information about the interests of people who are looking for pen pals</li> <li>• Identifying stressed syllables; identifying vowel sounds</li> <li>• Astronomy</li> <li>• Forming reported questions and answers; matching direct and reported speech</li> </ul>
	<b>Water, water</b>	<ul style="list-style-type: none"> <li>• Forming reported questions and answers; completing sentences with modal verbs</li> <li>• Beach objects</li> <li>• Talking about aspects of the sea; reporting statements and questions</li> <li>• Listening to someone describing a swim with a whale and deciding if statements are true or false; completing sentences about a hippo attack</li> </ul>
	<b>The environment</b>	<ul style="list-style-type: none"> <li>• Deciding if statements related to a talk about rainforests in Belize are true or false</li> <li>• Identifying vowel sounds</li> <li>• Weather and pollution</li> <li>• Talking about environmental issues</li> <li>• Completing a text using the passive; completing a text about recycling</li> </ul>
	<b>Horror!</b>	<ul style="list-style-type: none"> <li>• Putting events in the correct order</li> <li>• Identifying the schwa</li> <li>• Telling stories</li> <li>• Deciding if statements related to a conversation about a ghost are true or false</li> <li>• Words that collocate with ,be', ,have', ,do' and ,make'</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Completing sentences using the past perfect; matching pictures and sentences; completing sentences using passive and active verb forms; reporting statements in the past tense</li> <li>• Reviewing language covered in this Unit</li> <li>• Matching verbs with nouns</li> </ul>

## General English Level 4



<b>Unit</b>	<b>Module</b>	<b>Content</b>
<b>1</b>	<b>What are you like?</b>	<ul style="list-style-type: none"> <li>• Describing personality and talking about habits</li> <li>• Listening to descriptions of four people</li> <li>• Practising the vowel sounds in words used to describe people</li> <li>• Practising , -ed' and , -ing' endings in adjectives; practising past simple ,wh-' questions</li> <li>• Negative adjective prefixes; recognizing words that don't collocate in sentences about describing people</li> </ul>

	<b>Personal experiences</b>	<ul style="list-style-type: none"> <li>• Practising comparatives and superlatives; practising for and since with the present perfect</li> <li>• Making comparisons and talking about experiences</li> <li>• Listening to four people talking about how they would react in certain situations</li> <li>• Synonyms</li> </ul>
	<b>Relationships</b>	<ul style="list-style-type: none"> <li>• Listening to a woman talking about her work-mate</li> <li>• Describing relationships with people</li> <li>• Practising vowel sounds</li> <li>• Practising adjectives followed by prepositions; practising verbs followed by prepositions; practising the present simple and the present continuous</li> </ul>
	<b>Customs and social events</b>	<ul style="list-style-type: none"> <li>• Listening to two friends talking about things they could do when they were younger</li> <li>• Talking about ability and describing events</li> <li>• Practising ,can', ,could' and ,be able to'</li> <li>• Phrasal verbs with ,take'</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Using prefixes to make adjectives which have the opposite meaning</li> <li>• Listening to a woman talking about friendship; listening to a twin, Paulina, talking about her life with her twin, Diana</li> <li>• Practising modals of ability</li> <li>• Reviewing language covered in this Unit</li> </ul>
<b>2</b>	<b>Getting a job</b>	<ul style="list-style-type: none"> <li>• Contrasting the past simple and the present perfect</li> <li>• Practising word stress</li> <li>• Words you need to talk about education</li> <li>• Listening to Erika explaining why she chose her job as a teacher</li> <li>• Talking about finding a job</li> </ul>
	<b>Working</b>	<ul style="list-style-type: none"> <li>• Practising consonant sounds</li> <li>• Practising the present simple and the past simple in a text about a woman who changed her career</li> <li>• Describing work experiences and relationships with workmates</li> <li>• Grouping fields, jobs and related adjectives; describing what people are doing at work</li> <li>• Listening to a man talking about his current and previous jobs</li> </ul>
	<b>Going out</b>	<ul style="list-style-type: none"> <li>• Verbs describing ways of speaking</li> <li>• Arranging to go to the cinema</li> <li>• Inviting and talking about plans</li> <li>• Practising the future with ,will' and ,won't'; practising the present continuous for future use</li> <li>• Contrasting vowel sounds</li> </ul>
	<b>Exercising</b>	<ul style="list-style-type: none"> <li>• Talking about sports and exercise</li> <li>• Choosing vowel sounds</li> <li>• Practising the , -ing' form and the infinitive without ,to'</li> <li>• Verbs describing ways of moving</li> <li>• Listening to two friends talking about what they do to keep fit</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Reviewing language covered in this Unit</li> <li>• Word formation (text about the lives of animals compared to humans)</li> <li>• Practising the past simple and the present perfect; practising will and going to</li> <li>• Listening to people talking about different places</li> </ul>

3	<b>Cars</b>	<ul style="list-style-type: none"> <li>• Listening to someone speaking in favour of cars; listening to two people talking about travelling around in a large city</li> <li>• Talking about cars and travelling by car</li> <li>• Contrasting consonant sounds in minimal pairs</li> <li>• Words for different car parts</li> <li>• Practising the present and past passive in sentences related to car servicing</li> </ul>
	<b>Clothes</b>	<ul style="list-style-type: none"> <li>• Listening to a journalist stopping four men in the street to ask them about their self-image</li> <li>• Practising the past passive</li> <li>• Contrasting vowels/diphthongs in minimal pairs</li> <li>• Adjectives formed from nouns; identifying words that don't belong in lexical sets related to clothes</li> <li>• Talking about clothes and self-image</li> </ul>
	<b>Possessions</b>	<ul style="list-style-type: none"> <li>• Describing possessions and talking about experiences with possessions</li> <li>• Practising words made up of two nouns</li> <li>• Using prepositions of place in a text about a man looking for things in his house; prepositions of place and movement</li> <li>• Listening to speakers describing what they have in their bag</li> <li>• Practising word stress in compound nouns</li> </ul>
	<b>Languages</b>	<ul style="list-style-type: none"> <li>• Practising connectors ,in case', ,unless', ,if', ,as long as' or ,when' to complete sentences about learning English</li> <li>• Listening to Beth talking about her trip to Indonesia</li> <li>• Linking words used to connect ideas</li> <li>• Practising word stress in sentences</li> <li>• Linking ideas and expressing conditions; talking about ways of learning a language</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Reviewing language covered in this Unit</li> <li>• Phrases you might need while shopping</li> <li>• Listening to a conversation about Gibraltar</li> <li>• Practising conditional sentences with ,if' and ,unless'; prepositions of place and movement</li> </ul>
4	<b>Modern and ancient art</b>	<ul style="list-style-type: none"> <li>• Practising reported speech in questions</li> <li>• Reporting questions and talking about art</li> <li>• Word formation</li> <li>• Listening to an interview with a man from a museum who talks about Egyptian hieroglyphics</li> </ul>
	<b>Galleries and museums</b>	<ul style="list-style-type: none"> <li>• Practising the past simple passive</li> <li>• Using the passive to talk about past events</li> <li>• Words used to describe different kinds of paintings</li> <li>• Practising sound and spelling relationships</li> <li>• Listening to a radio programme giving information about the National Maritime Museum in London; listening to information about Castle Rising</li> </ul>
	<b>Actors and films</b>	<ul style="list-style-type: none"> <li>• Identifying the main stressed syllable</li> <li>• Listening to a reporter talking about a film</li> <li>• Identifying words that are often confused; identifying words connected with show business</li> <li>• Describing the life of actors and discussing films</li> <li>• Practising the passive and causatives</li> </ul>

	<b>Singers and music</b>	<ul style="list-style-type: none"> <li>• Practising relative pronouns ,who', ,where', ,whose', ,when' and ,which'; practising relative clauses; selecting relative pronouns to complete sentences</li> <li>• Words you need to talk about music</li> <li>• Listening to an interview with a rock star</li> <li>• Describing the life of singers and talking about music</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Reviewing language covered in this Unit</li> <li>• Listening to information about Framlingham Castle</li> <li>• Practising reported speech</li> <li>• Words you need to talk about music</li> </ul>
<b>5</b>	<b>People and places</b>	<ul style="list-style-type: none"> <li>• Listening to someone talking about Bermuda</li> <li>• Word formation</li> <li>• Identifying main syllable stress in countries and nationalities</li> <li>• Practising the present perfect simple and continuous</li> <li>• Describing places</li> </ul>
	<b>Travel plans</b>	<ul style="list-style-type: none"> <li>• Listening to people talking about travel</li> <li>• Verb collocations</li> <li>• Identifying stress in questions in the second conditional</li> <li>• Expressing condition and talking about travel plans</li> <li>• Practising the future continuous in sentences about a trip; practising zero, first, second, and third conditional sentences</li> </ul>
	<b>Travel experiences</b>	<ul style="list-style-type: none"> <li>• Words for journeys; identifying words that collocate in sentences related to travelling</li> <li>• Using prepositions of place, movement and time</li> <li>• Listening to a woman talking about her holiday</li> <li>• Practising prepositions of place and movement; practising prepositions of time</li> </ul>
	<b>Travel problems</b>	<ul style="list-style-type: none"> <li>• Using the active and the passive to talk about travel-related issues</li> <li>• Practising the past simple and the present perfect; practising the passive</li> <li>• Listening to a conversation about holiday problems</li> <li>• Practising the pronunciation of ,th'</li> <li>• Phrasal verbs with ,go' and ,get' in an account of a holiday to India</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Reviewing language covered in this Unit</li> <li>• Words for journeys</li> <li>• Practising the present perfect with ,ever' and ,never' in a conversation about a trip to London; using prepositions of time</li> <li>• Listening to a programme about the Customs service at an airport</li> </ul>
<b>6</b>	<b>Business</b>	<ul style="list-style-type: none"> <li>• Talking about business and what business people do</li> <li>• Practising articles with business language</li> <li>• Practising variable stress patterns that affect meaning</li> <li>• Listening to a business world report</li> <li>• Different types of news categories</li> </ul>
	<b>The environment</b>	<ul style="list-style-type: none"> <li>• Practising the future perfect; practising the present passive</li> <li>• Practising weak and strong forms</li> <li>• Talking about environmental problems using the passive; talking about the future</li> <li>• Words related to environmental issues</li> <li>• Listening to a talk about the environment and the future</li> </ul>

	<b>Social issues</b>	<ul style="list-style-type: none"> <li>• Listening to a plan to kidnap a racehorse for money</li> <li>• Forming nouns from verbs</li> <li>• Describing social issues using quantifiers</li> <li>• Determiners; practising the past simple, past continuous and past perfect</li> </ul>
	<b>Detectives and spies</b>	<ul style="list-style-type: none"> <li>• Practising reported speech; practising the order of adjectives</li> <li>• Forming adjectives from nouns</li> <li>• Listening to a private investigator talking about his life</li> <li>• Reporting statements; describing things using the correct order of adjectives</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Words related to environmental problems</li> <li>• Reviewing language covered in this Unit</li> <li>• Practising past tenses; practising various future tenses</li> <li>• Listening to business news</li> </ul>

## General English Level 5



Unit	Module	Content
<b>1</b>	<b>Languages</b>	<ul style="list-style-type: none"> <li>• Synonyms and fixed phrases</li> <li>• Practising the present simple, the present continuous and ,will'; practising mixed prepositions</li> <li>• Confirming information with question tags and talking about languages</li> <li>• Listening to a TV interview about language and culture</li> </ul>
	<b>Fun</b>	<ul style="list-style-type: none"> <li>• Expressing conditions and talking about spare time</li> <li>• Words related to spare time</li> <li>• Listening to five people talking about their experiences in different restaurants</li> <li>• Practising all forms of conditional sentences</li> </ul>
	<b>Films</b>	<ul style="list-style-type: none"> <li>• Phrasal verbs with down</li> <li>• Listening to five people talking about films</li> <li>• Practising consonant sounds</li> <li>• Talking about the past and expressing opinions of films</li> <li>• Practising the past simple and present perfect simple and continuous</li> </ul>
	<b>Technology</b>	<ul style="list-style-type: none"> <li>• Practising the future perfect in a text; practising a variety of future tenses in a text</li> <li>• Talking about the future and making predictions</li> <li>• Contrasting the two ways of pronouncing ,th' in English</li> <li>• Phrasal verbs with ,up'</li> <li>• Listening to five people talking about different technological items</li> </ul>

	<b>Review</b>	<ul style="list-style-type: none"> <li>• Listening to six people talking about what they do online</li> <li>• Practising fixed phrases</li> <li>• Reviewing language covered in this Unit</li> <li>• Practising question tags; practising a variety of future tenses</li> </ul>
<b>2</b>	<b>Habits</b>	<ul style="list-style-type: none"> <li>• Describing past habits/customs with 'used to'; practising the infinitive and the '-ing' form</li> <li>• Describing present and past habits and giving and asking for information</li> <li>• Problems and the professions of the people who can solve them</li> <li>• Listening to Laura talking about her father and his car</li> </ul>
	<b>Job interviews</b>	<ul style="list-style-type: none"> <li>• Listening to someone telling two people the results of job interviews</li> <li>• Words relating to work that are often confused</li> <li>• Identifying a speaker's feelings by listening to his intonation</li> <li>• Using 'before' and 'after' followed by the '-ing' form</li> <li>• Expressing time relationships between events</li> </ul>
	<b>Work experiences</b>	<ul style="list-style-type: none"> <li>• Reporting statements</li> <li>• Practising reporting verbs</li> <li>• Words and phrases related to the workplace; collocations connected with work</li> <li>• Listening to someone talking about working from home</li> <li>• Identifying attitude by listening to sentence intonation and stress</li> </ul>
	<b>Buying and selling</b>	<ul style="list-style-type: none"> <li>• Listening to three people trying to buy or sell something on a radio programme</li> <li>• Practising pronoun reference in a text about shoplifting</li> <li>• Identifying business and money words</li> <li>• Using pronouns</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Words that are often confused</li> <li>• Identifying whether the person who replies to statements sounds interested or not</li> <li>• Reviewing language covered in this Unit</li> <li>• Practising reporting verbs; practising verbs followed by an '-ing' form or an infinitive with 'to'</li> <li>• Listening to two people trying to sell something on a radio programme</li> </ul>
<b>3</b>	<b>Personality</b>	<ul style="list-style-type: none"> <li>• Listening to a psychologist talk about what a room says about the person living there</li> <li>• Practising syllable stress in single words</li> <li>• Expressing wishes and describing personality</li> <li>• Compound adjectives used to describe people</li> <li>• Practising 'I wish' and 'If only' to express what one wishes about oneself</li> </ul>
	<b>Teenagers</b>	<ul style="list-style-type: none"> <li>• Practising reported statements</li> <li>• Listening to several conversations that a teenager, Judy, has throughout the day</li> <li>• Identifying the correct stress pattern for multi-syllable noun and verb forms</li> <li>• Reporting statements</li> <li>• Compound nouns</li> </ul>
	<b>Parents</b>	<ul style="list-style-type: none"> <li>• The prefix 'up-'</li> <li>• Describing what people 'let/don't let', 'make', etc you do</li> <li>• Listening to Sarah's parents discuss how they feel about meeting her boyfriend</li> <li>• Practising verbs followed by objects and infinitives with or without 'to'</li> </ul>

	<b>Education</b>	<ul style="list-style-type: none"> <li>• Words related to driving and taking a driving test</li> <li>• Expressing cause, consequence and contrast</li> <li>• Listening to five people talking about teachers they had at school</li> <li>• Practising mixed connectors; practising linking words like ,however', ,since' and ,therefore'</li> <li>• Identifying the changing syllable stress in nouns and their corresponding adjectives</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Frequently used verb-noun collocations</li> <li>• Reviewing language covered in this Unit</li> <li>• Practising the use of ,although', ,despite' and ,in spite of'</li> <li>• Identifying the stressed syllable of multi-syllable nouns in sentences</li> <li>• Listening to two people talking about teachers they remember from school</li> </ul>
<b>4</b>	<b>News</b>	<ul style="list-style-type: none"> <li>• Phrasal verbs with ,on' and ,up'; newspaper headlines</li> <li>• Contrasting various tenses of the passive voice</li> <li>• Listening to three radio news items</li> <li>• Announcing news</li> <li>• Practising vowel sounds</li> </ul>
	<b>Police stories</b>	<ul style="list-style-type: none"> <li>• Practising relative pronouns; practising direct speech</li> <li>• Phrasal verbs with ,do' and ,make'</li> <li>• Distinguishing vowel sounds</li> <li>• Telling police stories</li> <li>• Listening to an account of a bank robbery</li> </ul>
	<b>UFOs</b>	<ul style="list-style-type: none"> <li>• Listening to an account of a sighting of a possible UFO</li> <li>• Phrasal verbs with ,take'</li> <li>• Practising contrastive stress and identifying the stressed word in a conversation where the first speaker is contradicted</li> <li>• Talking about past experiences</li> <li>• Practising the past simple, the present perfect and the present perfect continuous in a text; practising the past simple and the present perfect in a text</li> </ul>
	<b>Superstition</b>	<ul style="list-style-type: none"> <li>• Expressing quantity</li> <li>• Practising the determiners ,both', ,either', ,none', ,all' and ,each'; practising ,so' and ,enough' and ,so/too' followed by ,much', ,many', ,little' and ,few'</li> <li>• Collocations of related verbs</li> <li>• Phrasal verbs with ,get'</li> <li>• Listening to a conversation about lucky charms</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Practising a variety of quantifiers; practising the past simple, past continuous and past perfect; practising relative pronouns</li> <li>• Reviewing language covered in this Unit</li> <li>• Phrasal verbs with ,take'</li> </ul>
<b>5</b>	<b>Air travel</b>	<ul style="list-style-type: none"> <li>• Making comparisons and linking ideas</li> <li>• Words that are often confused</li> <li>• Practising comparatives and superlatives</li> <li>• Listening to three conversations between a travel agent and customers booking flights; listening to an aircraft announcement</li> </ul>

	<b>Places around the world</b>	<ul style="list-style-type: none"> <li>• Contrasting words with the same sounds and different spellings</li> <li>• Describing places</li> <li>• Listening to five clips about American cities</li> <li>• Words that are often confused</li> <li>• Forming words by adding suffixes in a text</li> </ul>
	<b>Being abroad</b>	<ul style="list-style-type: none"> <li>• Practising defining and non-defining relative clauses in a text</li> <li>• Describing people and places</li> <li>• Listening to a conversation in a hotel between the receptionist and a new guest</li> <li>• Practising words that have the same sound as each other but different spelling</li> <li>• Practising homophones</li> </ul>
	<b>Transport</b>	<ul style="list-style-type: none"> <li>• Making predictions and talking about past predictions</li> <li>• Listening to a news item about the possibility that there may be life on other planets</li> <li>• Making predictions and assumptions; talking about past predictions</li> <li>• Similes with ,like'</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Expressing conditions</li> <li>• Listening to two people visiting the Transport Museum in London</li> <li>• Telling the difference between similarly spelt words</li> <li>• Practising vowel sounds</li> <li>• Practising conditional sentences</li> </ul>
<b>6</b>	<b>The forces of nature</b>	<ul style="list-style-type: none"> <li>• Listening to a weather forecast</li> <li>• Fixed phrases</li> <li>• Expressing possibility, obligation, necessity and expressing opinions</li> <li>• Practising a variety of modal verbs; practising the past perfect simple and continuous</li> </ul>
	<b>Impressive natural places</b>	<ul style="list-style-type: none"> <li>• Practising the use of the definite article ,the', and the zero article</li> <li>• Listening to facts about corals</li> <li>• Describing places</li> <li>• Identifying when to drop the /t/ and /d/ sounds in connected speech</li> <li>• Fixed phrases in a text about ancient art in different places; geographical terms</li> </ul>
	<b>Food and nutrition</b>	<ul style="list-style-type: none"> <li>• Practising countable and uncountable nouns</li> <li>• Listening to a conversation about healthy food in our supermarkets</li> <li>• Collective nouns; food and directions at the supermarket</li> <li>• Talking about food</li> </ul>
	<b>Animals and the environment</b>	<ul style="list-style-type: none"> <li>• Contrasting words with the same vowel sound and different spellings</li> <li>• Listening to an interview with an ecologist about protecting the environment</li> <li>• Expressing cause and result and describing animals</li> <li>• Practising reforming sentences in direct ways and expressing cause and result; practising all forms of the passive in sentences about animals</li> <li>• Common English similes</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Practising modals of deduction, ,must' and ,can't', and of possibility, ,might' and ,could'; practising the use of ,a/an', ,the' and the zero article</li> <li>• Listening to a discussion about what supermarkets are doing to protect the environment</li> <li>• Reviewing language covered in this Unit</li> <li>• Proverbs</li> </ul>



Unit	Module	Content
1	<b>Celebrities</b>	<ul style="list-style-type: none"> <li>Expressing wishes and regrets; describing achievements and expressing opinions</li> <li>Listening to a radio discussion about Marilyn Monroe</li> <li>Collocations which show an opinion on ability, quality or achievement</li> <li>Practising word formation; expressing wishes and regrets</li> </ul>
	<b>Lifestyle</b>	<ul style="list-style-type: none"> <li>Listening to someone discussing a different lifestyle</li> <li>Identifying the /r/ sound used in connected speech</li> <li>Nouns which are always plural and nouns ending in ,s' which are always singular</li> <li>Making emphatic statements and describing and discussing lifestyles</li> <li>Using inversion to add emphasis</li> </ul>
	<b>Relationships</b>	<ul style="list-style-type: none"> <li>Using reflexive pronouns</li> <li>Talking about weddings and relationships</li> <li>Collective nouns</li> <li>Listening to a woman telephoning friends to tell them about her wedding</li> </ul>
	<b>Feelings and reactions</b>	<ul style="list-style-type: none"> <li>Making deductions, talking about possibility and expressing opinions</li> <li>Expressions of intention and attitude</li> <li>Listening to people reviewing a book</li> <li>Making past and present deductions, talking about possibility and giving opinions</li> <li>Identifying speakers' attitudes from their intonation</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>Using inversion to add emphasis; expressing wishes and regrets</li> <li>Words and phrases used metaphorically</li> <li>Reviewing language covered in this Unit</li> <li>Choosing the linking sound between two words</li> <li>Listening to a conversation about the book ,Men are from Mars, Women are from Venus'</li> </ul>
2	<b>Sport</b>	<ul style="list-style-type: none"> <li>Using discourse markers</li> <li>Deciding what is emphasized in radio reports</li> <li>Expressing contrast and sequence</li> <li>Using discourse markers; listening to people talking about sport</li> <li>Verb collocations</li> </ul>
	<b>Music</b>	<ul style="list-style-type: none"> <li>Words associated with music</li> <li>Listening to an interview with a young violinist</li> <li>Talking about music and describing people with a musical talent</li> <li>Using the definite article and zero article; using prepositions after adjectives</li> <li>Distinguishing between questions asking for information and questions asked when the speaker thinks they already know the answer</li> </ul>

	<b>Television</b>	<ul style="list-style-type: none"> <li>• Using time clauses</li> <li>• Expressions to talk about differences and similarities</li> <li>• Identifying whether the /t/ is pronounced within connected speech in a conversation</li> <li>• Listening to people talking about TV programmes</li> <li>• Expressing time relationships</li> </ul>
	<b>Computer games</b>	<ul style="list-style-type: none"> <li>• Contrasting ideas, adding similar information and drawing conclusions</li> <li>• Listening to two people being interviewed about computer games</li> <li>• Idioms</li> <li>• Expressing contrast and balancing and coordinating ideas</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Formation of negative words</li> <li>• Reviewing language covered in this Unit</li> <li>• Using discourse markers</li> <li>• Listening to a radio debate concerning the greatest inventions of the past</li> <li>• Identifying formal or informal and cooperative or uncooperative responses</li> </ul>
<b>3</b>	<b>Jobs</b>	<ul style="list-style-type: none"> <li>• Describing jobs, work experiences and job interviews</li> <li>• Using prefixes; phrasal verbs to do with a person's working life</li> <li>• Listening to a speaker giving advice about job interviews</li> <li>• Using verbs followed by prepositions</li> </ul>
	<b>Success stories</b>	<ul style="list-style-type: none"> <li>• Deciding whether statements are formal or informal in a speech</li> <li>• Using past tenses</li> <li>• Telling stories and talking about the past</li> <li>• Listening to an interview with a schoolgirl who has her own successful company</li> <li>• Compound nouns</li> </ul>
	<b>Profitable businesses</b>	<ul style="list-style-type: none"> <li>• Listening to a business report about a Swiss watchmaker</li> <li>• Meanings of phrasal verbs</li> <li>• Identifying whether the /d/ is pronounced in connected speech</li> <li>• Giving reasons</li> <li>• Expressing reasons and describing businesses</li> </ul>
	<b>Advertising</b>	<ul style="list-style-type: none"> <li>• Describing advertisements and discussing the power of advertising</li> <li>• Expressions used to describe frequency used in an advertisement</li> <li>• Listening to three radio advertisements; listening to a marketing executive and a head teacher talking about children and advertising</li> <li>• Using nouns followed by prepositions</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Deciding whether statements are true or false, then identifying linking sounds between words</li> <li>• Reviewing language covered in this Unit</li> <li>• Listening to a student talking about being a DJ</li> <li>• Word formation with suffixes</li> <li>• Using verbs followed by prepositions; using nouns followed by prepositions</li> </ul>
<b>4</b>	<b>Good health</b>	<ul style="list-style-type: none"> <li>• Describing healthy habits</li> <li>• Listening to a nutritionist talking about food and drink</li> <li>• Identifying whether words are linked by /j/ or /w/ sounds</li> <li>• Common idioms of health and sickness</li> <li>• Using verbs followed by gerunds and infinitives; verbs followed by infinitives with ,to', infinitives without ,to' and , -ing' forms</li> </ul>

	<b>Eating out</b>	<ul style="list-style-type: none"> <li>• Listening to four stories about people's experiences in restaurants</li> <li>• Deciding what the full and correct form of a commonly used informal contraction is</li> <li>• Linking with , -ing' clauses; practising concession clauses</li> <li>• Linking ideas and describing experiences</li> </ul>
	<b>Social gatherings</b>	<ul style="list-style-type: none"> <li>• Using ,have' followed by an object plus an' -ing' form or an infinitive without ,to'; using nominal relative clauses</li> <li>• Identifying how informal responses are, and whether they are friendly or unfriendly</li> <li>• Phrasal verbs; appropriate replies</li> <li>• Socializing and describing social events</li> </ul>
	<b>Good looks</b>	<ul style="list-style-type: none"> <li>• Listening to three people discussing cosmetic surgery</li> <li>• Talking about diets and surgery</li> <li>• Expressions with parts of the body</li> <li>• Using relative clauses</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Reviewing language covered in this Unit</li> <li>• Listening to people talking about restaurants</li> <li>• Using ,have' followed by an object plus an' -ing' form or an infinitive without ,to'; using participle clauses; using nominal relative clauses</li> <li>• Expressions connected with making decisions</li> <li>• Deciding whether someone is speaking formally or informally</li> </ul>
<b>5</b>	<b>World travellers in England</b>	<ul style="list-style-type: none"> <li>• Deciding which words are stressed</li> <li>• Listening to a tour guide on a bus in London talking about different sights</li> <li>• Expressions used to talk about obligation</li> <li>• Making recommendations, using connectors ,unless', ,as long as', ,in case', ,although'</li> <li>• Making recommendations and expressing conditions</li> </ul>
	<b>Places around the world</b>	<ul style="list-style-type: none"> <li>• Phrasal verbs with ,make', ,do' and ,have'</li> <li>• Using , -ing' passive forms; using passive infinitives</li> <li>• Describing travel experiences</li> <li>• Listening to different people commenting on travel</li> <li>• Identifying the stressed words</li> </ul>
	<b>The natural world</b>	<ul style="list-style-type: none"> <li>• Listening to a talk about dolphins</li> <li>• Expressing result; using phrasal verbs; selecting words in a sequence to form questions; selecting words in a sequence to form questions</li> <li>• Expressing result and describing animals using phrasal verbs</li> <li>• Expressing possibility, probability and certainty</li> </ul>

	<b>The future world</b>	<ul style="list-style-type: none"> <li>• Making predictions and talking about past predictions</li> <li>• Listening to a news item about the possibility that there may be life on other planets</li> <li>• Making predictions and assumptions; talking about past predictions</li> <li>• Similes with ,like'</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Talking about the future</li> <li>• Listening to a radio programme about a quiz on cities around the world</li> <li>• Reviewing language covered in this Unit</li> <li>• Identifying the stressed words</li> <li>• Nouns formed from phrasal verbs</li> </ul>
<b>6</b>	<b>Films</b>	<ul style="list-style-type: none"> <li>• Vocabulary to do with the cinema</li> <li>• Listening to a radio report about the making of the film ,Titanic'</li> <li>• Making emphatic statements and discussing films</li> <li>• Making emphatic statements</li> <li>• Identifying the stressed words</li> </ul>
	<b>Strange stories</b>	<ul style="list-style-type: none"> <li>• Using narrative tenses; expressing conditions</li> <li>• Listening to a story about an urban myth</li> <li>• Deciding whether someone believes what he is saying</li> <li>• Telling stories and expressing opinions</li> <li>• Book reviews</li> </ul>
	<b>Storytellers</b>	<ul style="list-style-type: none"> <li>• Using relative clauses</li> <li>• Listening to an interview with a professional storyteller</li> <li>• Describing the work of storytellers</li> <li>• Sentence adverbs and adverbial phrases; categorizing words related to books</li> </ul>
	<b>Crime stories</b>	<ul style="list-style-type: none"> <li>• Listening to someone talking about two thieves who tried to steal a mobile phone</li> <li>• Fixed phrases and idioms</li> <li>• Using phrasal verbs; using phrasal verbs to tell a crime story</li> <li>• Reporting statements and talking about legal cases and crime stories</li> </ul>
	<b>Review</b>	<ul style="list-style-type: none"> <li>• Choosing the correct answer to questions by identifying sentence stress</li> <li>• Reviewing language covered in this Unit</li> <li>• Making emphatic statements; reporting on a conversation</li> <li>• Formation of negative words</li> </ul>

## Global Beginner

Unit	Module	Content
1	<b>Name and address</b>	<p>Listening to four different sets of numbers and letters and identifying which ones you hear.</p> <p>Checking your knowledge of the present simple affirmative form of 'be'.</p> <p>Practising spelling by looking at groups of letters and sorting them into words. Practising completing forms.</p> <p>Practising making nouns plural. Practising singular and plural nouns. Practising the affirmative and interrogative forms of the verb 'to be'.</p>
2	<b>Me and you</b>	<p>Checking your knowledge of the use of possessive adjectives.</p> <p>Practising subject pronouns. Practising the verb 'to be' and subject pronouns. Practising questions and answers with 'be'.</p> <p>Practising words for countries and nationalities. Practising languages and countries.</p>
3	<b>Them and us</b>	<p>Practising possessive adjectives. Practising the possessive 's. Practising subject pronouns. Practising the verb 'to be' in the present simple.</p> <p>Checking your knowledge of the possessive case.</p> <p>Listening to a French woman talking about her family and matching the people according to their relationships.</p> <p>Practising family relationships.</p>
4	<b>Big and small</b>	<p>Checking your knowledge of the interrogative form of 'there is' and 'there are'. Checking your knowledge of the affirmative form of 'there is' and 'there are'. Checking your knowledge of 'there is/are'.</p> <p>Listening to people asking about how much things cost and choosing the correct words to complete each conversation. Listening to five mini dialogues and clicking on the right price.</p> <p>Practising numbers 11-101. Practising numbers and prices.</p>

5	<b>Work and play</b>	<p>Practising the use of 'there is', 'there are', 'there isn't' and 'there aren't'. Practising the use of 'there is' and 'there are'.</p> <p>Listening to six people talking about what jobs they do and matching the names with the correct jobs.</p> <p>Keying in the correct word to complete a table showing verbs and related jobs. Practising names for sports.</p> <p>Checking your knowledge of the negative form of 'there is' and 'there are'.</p>
6	<b>Day and night</b>	<p>Practising telling the time. Practising words for daily activities.</p> <p>Practising the affirmative and negative forms of the present simple. Practising the present simple.</p> <p>Checking your knowledge of the affirmative form of the present simple. Checking your knowledge of negative forms of the present simple.</p> <p>Listening to four radio extracts and clicking on the correct time of day for each extract. Then, selecting 'am' or 'pm' for each time.</p>
7	<b>People and places</b>	<p>Listening to a description of a city and clicking on the places you hear mentioned.</p> <p>Practising positive and negative words to describe places. Watching an interview with a frequent traveller, deciding whether statements are true or false, then choosing words to complete sentences. Practising words for family relationships.</p> <p>Checking your knowledge of how to use 'wh-' questions. Checking your knowledge of asking questions beginning with 'how'.</p> <p>Practising the present simple.</p>
8	<b>In and out</b>	<p>Practising days of the week. Watching a video about a young woman talking about a typical week in her life, deciding whether the statements are true or false and then choosing the correct day of the week to fill each gap. Practising words for food.</p> <p>Listening to two people ordering food and choosing the guest who orders each item.</p> <p>Checking your knowledge of adverbs of frequency. Checking your knowledge of the word order of adverbs of frequency.</p>
9	<b>Here and there</b>	<p>Practising words for rooms and places inside the home. Practising forms of transport.</p> <p>Doing a web project about Heathrow Airport, one of the largest and busiest airports in the world.</p> <p>Practising affirmative imperatives. Practising the imperative.</p> <p>Listening to a girl talking about her travel arrangements and clicking on the things she mentions.</p> <p>Checking your knowledge of the prepositions of place 'at', 'in', 'on' and 'under'.</p>

<p><b>10</b></p>	<p><b>Ancient and modern</b></p>	<p>Watching a video to practise forms of transport, predicting the missing words in a text about Tokyo and then keying in the correct word to complete sentences. Watching a documentary narrator talking about Hong Kong, deciding whether statements are true or false and then choosing the right words to complete sentences.</p> <p>Checking your knowledge of the past simple use of 'be'. Checking your knowledge of the past simple interrogative of 'be'. Checking your knowledge of the past simple affirmative of 'be'. Checking your knowledge of the past simple negative of 'be'.</p> <p>Practising describing two things as equivalents.</p>
<p><b>11</b></p>	<p><b>Life and times</b></p>	<p>Checking your knowledge of spelling rules for the past simple regular. Checking your knowledge of the interrogative form of the past simple regular. Checking your knowledge of the negative form of the past simple regular. Checking your knowledge of the affirmative form of the past simple regular.</p> <p>Listening to the months of the year and typing in the word you hear.</p> <p>Practising the months of the year. Practising ordinal numbers.</p>
<p><b>12</b></p>	<p><b>Question and answers</b></p>	<p>Practising animal names and words for the food these animals eat. Practising the names of animals.</p> <p>Practising questions in the past simple.</p> <p>Doing a web project about the animals in London Zoo.</p> <p>Checking your knowledge of the interrogative form of the past simple irregular. Checking your knowledge of use of the past simple irregular.</p>
<p><b>13</b></p>	<p><b>Business and pleasure</b></p>	<p>Listening to a man booking a hotel room and rearranging words to recreate parts of the conversation.</p> <p>Practising the present continuous.</p> <p>Practising words associated with travelling by plane.</p> <p>Checking your knowledge of the present continuous. Checking your knowledge of the present continuous affirmative. Checking your knowledge of the present continuous negative. Checking your knowledge of the present continuous interrogative.</p>
<p><b>14</b></p>	<p><b>Arts and technology</b></p>	<p>Listening to a conversation about preferences for colours and clothes and clicking on the correct answer.</p> <p>Practising words for clothes and colours. Practising words and phrases that describe common electrical objects in homes.</p> <p>Practising the modal verb 'can/can't' for ability.</p> <p>Checking your knowledge of affirmative, negative and interrogative forms of 'can'. Checking your knowledge of the order of two or more adjectives used together.</p>

<b>15</b>	<b>Language and learning</b>	<p>Listening to three conversations about different kinds of plans, matching the conversations with pictures and then completing sentences 'with going to'. Watching a company sales director giving a presentation on a range of products and selecting the correct words to describe the sales figures in his presentation.</p> <p>Listening to a product presentation and clicking on the words that you hear.</p> <p>Checking your knowledge of the different uses of the future with 'going to'. Checking your knowledge of how to ask and answer questions in the future with 'going to'. Checking your knowledge of how to form the affirmative full and short forms of the future with 'going to'. Checking your knowledge of the negative forms of the future with 'going to'.</p>
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## Global Elementary



Unit	Module	Content
<b>1</b>	<b>Facts and figures</b>	<p>Practising word order in personal questions. Practising the question words 'when', 'why', 'what', 'how' and 'where'.</p> <p>Practising vowels. Practising consonants. Listening to a conversation about mobile phone numbers and matching each person with their phone number.</p> <p>Checking your knowledge of the indefinite article. Checking your knowledge of the form of possessive adjectives. Checking your knowledge of capital letters and paragraphs.</p> <p>Practising spelling numbers from one to a hundred.</p>
<b>2</b>	<b>Where and when</b>	<p>Practising the affirmative and negative forms of the present simple. Practising the affirmative, negative and interrogative forms of the present simple. Reading about someone's daily routine and putting events next to the correct time they happen. Practising the present simple for routine.</p> <p>Checking your knowledge of spelling rules for the present simple. Checking your knowledge of full stops (.), commas (,) and question marks (?).</p> <p>Watching a woman talking about her daily routine, matching activities with time expressions and then matching times of day with a correct time. Watching a video in which a businessman describes his schedule for the day, choosing the correct times to complete the description and then matching words and numbers expressing the same time. Practising the use of nationality nouns and adjectives.</p> <p>Listening to two people talking about their daily routine in different countries and selecting the correct information.</p>
<b>3</b>	<b>Friends and family</b>	<p>Practising 'wh-' questions in the present simple. Practising question words. Practising expressing likes and dislikes. Practising the use of 'do' as an auxiliary verb.</p> <p>Checking your knowledge of the use of the possessive case. Checking your knowledge of object pronouns.</p>

		<p>Listening to four conversations about likes and dislikes and deciding who is speaking.</p> <p>Watching a video about a woman who gives a description of herself and a friend, choosing words to complete a description and then choosing words to complete sentences describing people. Practising words for animals.</p>
<b>4</b>	<b>Bed and breakfast</b>	<p>Practising vocabulary associated with hotels. Practising words related to houses.</p> <p>Listening to people talking about breakfast habits in different places, identifying the place and then matching the breakfast food with the place.</p> <p>Listening to a woman checking in at a hotel and keying in missing information to complete a form. Listening to a waiter and two business people who are having a meal together in a restaurant and deciding what the speakers are doing when they say various things.</p> <p>Checking your knowledge of the difference between countable and uncountable nouns.</p> <p>Checking your knowledge of uncountable nouns that represent food. Checking your knowledge of how to use 'would' to make offers.</p> <p>Contrasting 'there is' and 'there are' with the pronouns 'it' and 'they'. Practising 'a lot of', 'a little', 'a few', 'too many', 'too much' and 'enough'. Practising words indicating quantity: 'much', 'many', 'a lot of', 'a little', 'a few', 'enough'.</p>
<b>5</b>	<b>Film and television</b>	<p>Practising adverbs of frequency.</p> <p>Listening to a conversation between a shop assistant and a customer and putting the customer's lines in the correct place in the conversation. Listening to conversations in a shop and answering multiple-choice questions about what you hear.</p> <p>Practising names for different types of TV shows. Practising the names for different types of films.</p> <p>Checking your knowledge of adverbs of frequency. Checking your knowledge of the word order of adverbs of frequency.</p> <p>Doing a web project about Harrods, a famous department store in London.</p>
<b>6</b>	<b>Work and study</b>	<p>Checking your knowledge of using 'can' + verbs of perception. Checking your knowledge of adverbs of manner. Checking your knowledge of the affirmative form of 'there was' and 'there were'. Checking your knowledge of the interrogative form of 'there was' and 'there were'. Checking your knowledge of the negative form of 'there was' and 'there were'.</p> <p>Watching an advertisement for primary school teachers and then matching jobs with their descriptions. Practising words used to talk about jobs. Watching a video of a man talking about his job, choosing the correct words to complete what the man says and then choosing the correct words to complete sentences about different jobs.</p> <p>Rearranging sentences using 'can' to make correct questions and short answers. Practising the use of 'can' to make polite requests. Practising adverbs of manner. Contrasting the use of 'was' and 'were'.</p>
<b>7</b>	<b>News and weather</b>	<p>Checking your knowledge of the past simple regular. Checking your knowledge of the interrogative form of the past simple irregular. Checking your knowledge of the negative form of the past simple irregular. Checking your knowledge of the uses of 'it' as dummy subject.</p>

		<p>Listening to weather reports and matching cities around the world with the corresponding weather prediction. Listening to a man phoning someone at another company and completing a series of phrases that are useful when making phone calls.</p> <p>Practising words used in newspaper headlines. Watching a video to practise words related to weather, completing a weather report and then identifying the word with the stronger meaning. Practising words related to the weather.</p> <p>Practising the past simple.</p>
<b>8</b>	<b>Coming and going</b>	<p>Practising the use of the present simple and the present continuous. Practising infinitives of purpose. Practising some typical signs you can see on a bus by predicting the language you will see in the video, then dragging and dropping verbs into the correct gaps.</p> <p>Listening to directions in an office and matching the directions with the place you go to.</p> <p>Checking your knowledge of comparatives formed by adding '-er' to the adjective. Checking your knowledge of 'more' + adjective. Checking your knowledge of irregular comparatives.</p> <p>Listening to an airport announcement and choosing the correct answers to complete sentences about the video, then choosing the correct words to complete announcements. Practising languages and countries by predicting the answers to questions about a video, then selecting the correct language spoken in each country to complete sentences. Practising words you need to talk about travelling by matching the lines of a poem and then completing sentences.</p>
<b>9</b>	<b>Life and style</b>	<p>Practising superlatives.</p> <p>Checking your knowledge of the present perfect. Checking your knowledge of irregular superlatives. Checking your knowledge of the different uses of 'have got'. Checking your knowledge of the use of 'one' and 'ones'.</p> <p>Watching a video in which a woman talks about the place she lives, choosing correct sentences about the video and choosing the correct words to complete sentences. Practising words for landscapes and nature. Practising words for parts of the body.</p> <p>Listening to a passage about tourists polluting the environment and keying in the missing words to complete a text.</p>
<b>10</b>	<b>Fun and games</b>	<p>Practising the future with 'going to'. Practising the past simple and the present perfect.</p> <p>Checking your knowledge of the use of gerunds and infinitives. Checking your knowledge of the difference between the use of the past simple and the present perfect.</p> <p>Listening to six people talking about different aspects of their town and identifying which aspect each speaker mentions.</p> <p>Practising suggesting solutions to problems. Listening to a description of an island in Greece, matching words used to describe the island in a video and then choosing correct adjectives to complete sentences. Practising using 'play', 'go' and 'do' with different sports by selecting the correct words to complete a text about running, then clicking on the correct verb for each sport.</p> <p>Practising words related to spare time by reading a text and identifying the activity it describes, then selecting the correct word to complete sentences.</p>



Unit	Module	Content
1	<b>Individual and society</b>	<p>Practising 'wh-' questions. Contrasting the present simple and the present continuous.</p> <p>Checking your knowledge of 'Wh-' questions that ask about a subject. Checking your knowledge of 'Wh-' questions that ask about an object.</p> <p>Practising phrases used when receiving visitors or when arriving as a visitor.</p> <p>Listening to descriptions of objects and keying in the picture letter of the object described in each audio clip. Listening to a conversation at an airport with an immigration officer and a passenger and matching the answers with the correct questions. Listening to two business people make small talk when they first meet and matching questions with answers to complete a conversation.</p>
2	<b>Eating and drinking</b>	<p>Watching a video inside a delicatessen, matching adjectives with nouns from the video and then typing the correct adjective into a list of definitions. Watching a video to learn how to prepare a meal, selecting the ingredients you hear and then matching verbs related to cooking with their definitions.</p> <p>Contrasting the use of 'too' and 'enough'.</p> <p>Listening to extracts from a conversation about international food, deciding whether each speaker expresses enthusiasm or reservation and then identifying how words and sounds are used.</p> <p>Listening to two teenagers talking about a healthier lifestyle and choosing the correct option between the present simple and the present continuous.</p> <p>Checking your knowledge of 'much' and 'many'. Checking your knowledge of 'little/a little', 'few/a few'. Checking your knowledge of infinitive complements. Checking your knowledge of adjectives + infinitive. Checking your knowledge of '(not) enough' and 'too' + adjective + infinitive.</p>
3	<b>Art and music</b>	<p>Practising words used to describe different kinds of paintings. Watching a video in which an elderly man talks about his childhood, completing sentences about the video and then choosing the correct words to complete sentences. Practising words you need to talk about music.</p> <p>Checking your knowledge of 'would' and 'used to' to talk about past habits and states.</p> <p>Contrasting the past simple with the past continuous.</p> <p>Listening to an interview about fashions in the 60s and 70s and choosing the correct answer to questions about the interview.</p>
4	<b>Hopes and fears</b>	<p>Listening to someone talking about environmental issues and keying the correct number into each gap. Listening to a telephone conversation about two people meeting and filling in the missing information.</p> <p>Checking your knowledge of the use of the present simple to talk about the future in subordinate clauses. Checking your knowledge of the different tenses to talk about the future.</p>

		<p>Watching a video in which a woman talks about her new life, deciding whether statements are true or false and then choosing the correct words to complete sentences. Practising phrasal verbs.</p> <p>Practising various future tenses. Practising the use of future forms. Watching an applicant being interviewed for a job and using language from the video to make a list of the applicant's future plans and ambitions. Practising the use of future forms 'will' and present continuous. Practising the present continuous for future use.</p>
<b>5</b>	<b>Work and leisure</b>	<p>Checking your knowledge of 'must' and 'have to'. Checking your knowledge of using 'mustn't' and 'don't have to' to talk about obligation and necessity. Checking your knowledge of the use of 'have to' to talk about obligation. Checking your knowledge of the use of 'have to' to indicate necessity. Checking your knowledge of 'been' and 'gone'.</p> <p>Practising the modal verbs 'can't' and 'must'. Practising the use of '-ing' forms and infinitives.</p> <p>Listening to a conversation about an ageing workforce and deciding if statements are true or false.</p> <p>Practising words and phrases used to talk about work. Watching a video in which a woman talks about her job, choosing the correct answers to complete sentences about the video and choosing the correct words to complete a text. Practising words and phrases used to talk about skills and qualifications.</p>
<b>6</b>	<b>Science and technology</b>	<p>Practising words you need to talk about information technology by predicting the missing collocations and selecting the correct word to complete sentences about computing. Practising dictionary definitions for words about astronomy by putting things in order of size and matching each word with the correct definition. Practising words you need to talk about information technology.</p> <p>Practising compound nouns.</p> <p>Checking your knowledge of irregular superlatives. Checking your knowledge of '(not) as ... as'; 'less ... than'. Checking your knowledge of the use of 'so', 'neither' and 'nor' to agree with somebody.</p> <p>Practising choosing the correct word for text completion and reading for summary completion in a text about new technology for communication. Reading an article about groups of people involved in business projects, called Super Groups, choosing the correct definitions of words and phrases and then deciding what the text tells the reader about Super Groups.</p>
<b>7</b>	<b>Time and money</b>	<p>Checking your knowledge of the use of the prepositions of time, 'for' and 'since'. Checking your knowledge of the use of the prepositions of time 'before', 'after', 'till/until' and 'since'.</p> <p>Practising finding the meaning of definitions and reading to extract the main points made in a text about shoppers and retail companies. Listening to a presentation at an annual general meeting and completing sentences. Listening to a man phoning a company to discuss a problem with an invoice, completing gaps in the dialogue by selecting the correct phrases used by the speakers. Practising expressions that are useful when shopping.</p> <p>Practising 'for' and 'since'. Practising word order with adverbs of time. Practising compound nouns.</p>

<p><b>8</b></p>	<p><b>Home and away</b></p>	<p>Watching a video about some signs on a university campus, predicting the language in the video and then rearranging words to form passive sentences. Practising the passive. Watching a video in which a mouse takes a trip around a desk, putting sentences describing the mouse's movement into the correct order and then typing in the correct prepositions of place and movement.</p> <p>Listening to somebody describing a short walking tour of Dublin and keying in the missing words to complete a paragraph.</p> <p>Checking your knowledge of the prepositions of place 'into/out of', 'onto/off', 'over/under', 'to/from' and 'up/down'. Checking your knowledge of the prepositions of movement 'across', 'along', '(a)round', 'past' and 'through'. Checking your knowledge about prepositions that follow adjectives.</p> <p>Practising collocations related to animals. Watching a video about Dubai, clicking on the words you hear and then dragging the correct words into the gaps to complete what the man says. Practising words and phrases often used in phone calls.</p>
<p><b>9</b></p>	<p><b>Health and fitness</b></p>	<p>Checking your knowledge of using forms of 'must', 'need' and 'have to' to talk about obligation and necessity. Checking your knowledge of using 'should' and 'ought to' to give advice and opinions. Checking your knowledge of the verbs 'say' and 'tell'. Checking your knowledge of when to use the past perfect.</p> <p>Watching a video in which a man talks about his job as a personal trainer, putting the sentences in the order they appear in the video and then choosing the correct words to complete sentences. Practising names of sports.</p> <p>Contrasting the use of 'have to', 'don't have to' for obligation, and 'should', 'shouldn't' for advice. Practising reported statements. Practising 'does', 'plays' and 'goes'. Practising words for different types of health problems.</p> <p>Listening to a dialogue about cycling and deciding whether statements are true or false.</p>
<p><b>10</b></p>	<p><b>New and old</b></p>	<p>Listening to people talking about life now and in the past and deciding whether sentences are true or false.</p> <p>Checking your knowledge of relative clauses. Checking your knowledge of the difference between defining and non-defining relative clauses. Checking your knowledge of the difference in punctuation between defining and non-defining relative clauses. Checking your knowledge of the definite article. Checking your knowledge of how to use narrative tenses correctly. Checking your knowledge of 'both ... and', 'either ... or', 'neither ... nor'.</p> <p>Listening to two people talking about a new way to travel from the UK to France and choosing the correct answer to various questions. Listening to a woman talking about a journey across North America and identifying words you hear.</p>



Unit	Module	Content
1	<b>Language and culture</b>	<p>Watching a friendly conversation between three people, focusing on the ways they speak informally, spotting extra words and putting jumbled sentences into the correct order. Listening to two English teachers talking about learning English in the future and deciding if they agree or disagree with statements.</p> <p>Practising the present simple and present continuous. Practising identifying the differences between British and American English. Practising the present simple, the present continuous and 'will'.</p> <p>Checking your knowledge of stative verbs.</p> <p>Watching a video in which a woman talks about her reading habits, deciding whether statements are true or false and choosing the correct words to complete sentences. Practising word formation.</p>
2	<b>Lives and legends</b>	<p>Checking your knowledge of the uses of amplifiers. Checking your knowledge of the uses of down toners. Checking your knowledge of the uses of emphasizees. Checking your knowledge of the use of 'used to' and 'would' to talk about past habits and states.</p> <p>Practising the past simple and the past perfect. Practising the past simple, past continuous and past perfect.</p> <p>Watching a video in which a man talks about his grandparents, selecting the adjectives you hear and then matching descriptions with adjectives. Watching a video in which a man talks about his family, choosing the people he mentions and then matching sentence halves to make sentences about family relationships.</p>
3	<b>Hot and cold</b>	<p>Watching conversations at a hotel reception desk and focusing on the way the guests make their requests to the hotel manager. Watching two people talking, checking your general understanding of their conversation and focusing on the polite offers they make, accept and refuse.</p> <p>Checking your knowledge of the uses of 'so', 'such', 'too', 'enough' and 'quite'. Checking your knowledge of how to make requests using 'would'. Checking your knowledge of using 'shall' and 'would' to make offers and invitations.</p> <p>Practising 'will' and 'going to'. Practising embedded questions. Practising making offers and requests.</p> <p>Practising ways of making requests.</p>

<p><b>4</b></p>	<p><b>Friends and strangers</b></p>	<p>Practising the past simple and the present perfect. Practising word order with adverbs of time. Practising modals of deduction, 'must' and 'can't', and of possibility, 'might' and 'could'.</p> <p>Listening to a woman talking about friendship and choosing the correct phrase to complete what she says. Listening to six people talking about what they do online and keying the correct words or phrases in each gap.</p> <p>Checking your knowledge of using 'must' and 'can't' to talk about things you are certain of and to make deductions. Checking your knowledge of the uses of indefinite pronouns. Checking your knowledge of the use of indefinite pronouns.</p> <p>Watching a man talking about his friendship with a workmate, deciding whether statements are true or false and then choosing the correct words to complete the sentences.</p>
<p><b>5</b></p>	<p><b>Law and order</b></p>	<p>Checking your knowledge of using forms of 'must', 'need' and 'have to' to talk about obligation and necessity. Checking your knowledge of using 'can', 'may' or 'be allowed to' to ask for and give permission.</p> <p>Practising the modal verbs 'mustn't', 'don't have to', 'don't need to' and 'needn't'. Practising the modal verbs 'can', 'could' and 'may'. Practising the present perfect simple and continuous. Practising 'for' and 'since' with the present perfect. Practising the position of objects in sentences with phrasal verbs.</p> <p>Listening to a meeting between three people and deciding which of the action points in the list they need to do.</p> <p>Practising phrasal verbs with 'up'. Practising political vocabulary. Practising words you need to talk about education.</p>
<p><b>6</b></p>	<p><b>Seen and heard</b></p>	<p>Practising reported speech. Practising the use of 'a/an', 'the' and the zero article. Practising expressions used to give opinions</p> <p>Practising verbs describing ways of speaking. Practising words for shapes and materials.</p> <p>Checking your knowledge of reporting verbs. Checking your knowledge of reported requests.</p> <p>Listening to eight different people being asked for their opinions about a proposal and deciding if they agree, disagree or can't decide. Reading an article about a photography company, deciding which verb forms in the text are incorrect, then answering questions with information given in the article.</p>
<p><b>7</b></p>	<p><b>Supply and demand</b></p>	<p>Listening to a telephone call about a business trip and deciding how much the businessman is claiming for reimbursement of expenses. Practising words used to talk about money. Practising words used frequently when speaking about money and finance. Practising common collocations in business language.</p> <p>Practising relative pronouns and their use in defining and non-defining relative clauses.</p> <p>Practising defining and non-defining relative clauses. Practising 'I wish' and 'if only'. Practising compound nouns.</p> <p>Checking your knowledge of the difference between defining and non-defining relative clauses. Checking your knowledge of unreal tenses.</p>

<p><b>8</b></p>	<p><b>Lost and found</b></p>	<p>Reading an article about Scottish inventions and discoveries, deciding if a series of statements are true, false or if the answer is not given, then matching key words and phrases with their definitions. Reading a text about the discovery of China's Terracotta Army, matching the correct heading to each paragraph in the text and then answering a series of multiple choice questions on the text. Listening to a radio interview with a man from a museum of archaeology and choosing true or false to answer statements.</p> <p>Checking your knowledge of how to use 'would' with the second and the third conditionals. Checking your knowledge of the third conditional. Checking your knowledge of nouns and noun phrases used with 'make' and 'do'.</p> <p>Practising zero, first, second and third conditional sentences.</p> <p>Doing a project about the history of the Nobel Prize.</p> <p>Practising words used to describe different kinds of paintings.</p>
<p><b>9</b></p>	<p><b>Love and hate</b></p>	<p>Checking your knowledge of the difference between the infinitive and '-ing' forms. Checking your knowledge of '-ing' forms to indicate purpose.</p> <p>Listening to Richard, who lives in Prague, comparing the city with London and clicking on the adjectives he uses to describe Prague. Looking at pictures and listening to six short conversations, then matching the pictures with the correct conversation.</p> <p>Practising words associated with business competition. Practising phrasal verbs used to talk about sports and hobbies.</p> <p>Practising the '-ing' form and infinitive with 'to'. Practising verbs followed by the '-ing' form or an infinitive. Practising verbs followed by an '-ing' form or infinitive with a change in meaning. Practising comparative and superlative adjectives. Practising verbs followed by certain prepositions.</p>
<p><b>10</b></p>	<p><b>Beginnings and endings</b></p>	<p>Practising modals of ability: 'can', 'could', 'be able to'.</p> <p>Checking your knowledge of the use of reflexive pronouns. Checking your knowledge of reflexive pronouns and 'each other'. Checking your knowledge of the uses of reflexive and object pronouns.</p> <p>Watching a video in which a woman talks about Christmas, matching sentence halves and then choosing the correct adjective to complete sentences.</p> <p>Reading three reviews of the film 'Pride and Prejudice' and answering multiple-choice questions on the opinion of each of the reviewers. Listening to a reporter talking about a film and deciding whether statements are true or false. Watching a conversation between three people in a hotel bar, studying the informal way they talk together and filling in the gaps in a story. Listening to five people talking about films, choosing the film each person is describing and then choosing true or false to answer statements.</p>



Unit	Module	Content
1	<b>Alive and well</b>	<p>Practising forming adjectives from nouns. Practising suffixes used to make nouns into adjectives.</p> <p>Reading a text about doctors' perceptions of their patients' health and matching the beginnings and endings of statements to create a summary of the text. Reading three texts which discuss different aspects of complementary medicine, identifying the writer's purpose in each text and answering questions about how the writer gets his or her message across. Listening to three people discussing cosmetic surgery and deciding who made each point.</p> <p>Practising a variety of future tenses.</p> <p>Checking your knowledge of auxiliary verbs. Checking your knowledge of when to use the present simple, the present continuous or the present perfect. Checking your knowledge of the future with 'will', the future continuous and the future perfect.</p>
2	<b>Right and wrong</b>	<p>Reading about how we find and interpret online information and thinking about how to search for academic information online.</p> <p>Practising question tags and negative questions. Practising articles and reading comprehension by reading an article about family businesses in Spain, deciding whether an indefinite article, a definite article or no article is required to complete the text, then reading the article and keying in information to complete a summary of the article.</p> <p>Listening to a story about an urban myth and matching sections of the story with definitions, then matching specific features with extracts from the story. Listening to an interview with a professional storyteller. Reading an article about bog bodies, an archaeological phenomenon common in north-west Europe, dragging each verb and dropping it in the correct gap.</p> <p>Checking your knowledge of how to use narrative tenses correctly.</p> <p>Reading about scientific exploration on Mars and choosing the correct vocabulary to complete the text. Practising verb prefixes.</p>
3	<b>Land and sea</b>	<p>Reading a short text about life expectancy then using data shown in a graph to determine if statements about life expectancy are true or false. Listening to facts about corals and deciding whether the statements are true or false.</p> <p>Practising the past simple, present perfect and present perfect continuous. Practising adjective word order in complex noun phrases. Practising the order of adjectives in descriptions.</p> <p>Practising different types of news categories. Practising words and phrases used to describe information in graphs.</p> <p>Checking your knowledge of the use of the present perfect simple and continuous. Checking your knowledge of the difference between the use of the past simple and the present perfect. Checking your knowledge of the order of two or more adjectives used together.</p>

<p><b>4</b></p>	<p><b>Magic and mystery</b></p>	<p>Listening to a pilot reporting a sighting of UFOs and arranging sentences in the order you hear them. Listening to the description of the Nazca Lines in Peru and deciding which summary is correct.</p> <p>Practising forming new words by adding suffixes. Practising impersonal statements. Practising the past simple, past continuous and past perfect.</p> <p>Practising word formation. Practising forming nouns from verbs.</p> <p>Checking your knowledge of the passive voice. Checking your knowledge of the use of the past perfect and past perfect continuous. Checking your knowledge of the use of the past simple and the past perfect.</p>
<p><b>5</b></p>	<p><b>Parents and children</b></p>	<p>Practising 'used to' and the past simple. Practising describing past habits/customs with 'used to'.</p> <p>Listening to Laura talking about her father and his car, matching phrases and then deciding if the statements are true or false. Listening to an interview about life in the 1920s and selecting the statements that match the speaker's opinion. Listening to part of a radio programme about teenagers and putting the words in the order you hear them. Listening to five people talking about teachers they had at school and matching the speakers with the correct statements. Listening to someone discussing a different lifestyle and completing the text with the missing words.</p> <p>Checking your knowledge of the use of 'used to' as a verb and as an adjective.</p>
<p><b>6</b></p>	<p><b>Power and money</b></p>	<p>Checking your knowledge of passive verb forms in academic English. Checking your knowledge of the way in which we use 'have something done'.</p> <p>Practising collocations commonly used in business. Practising frequently used words related to money and business.</p> <p>Listening to a lecture about former British Prime Minister Winston Churchill and filling in the student's notes with the missing words.</p> <p>Contrasting various tenses of the passive voice. Practising verb structures for expressing attitudes and opinions. Practising the passive and causatives.</p> <p>Reading information and watching videos about business entrepreneurs and practising guessing the meaning of words and phrases from context.</p>
<p><b>7</b></p>	<p><b>Rhyme and reason</b></p>	<p>Practising homophones. Practising words and phrases connected with advertising and marketing.</p> <p>Reading a text about a new form of marketing, matching the correct heading to each paragraph in the text and then deciding whether a series of statements are true or false or if the answer is not given. Listening to a presentation by an advertising executive about a campaign his agency is planning for a client and selecting the correct answer to each question. Listening to a lecturer talking about methods of marketing and dragging each item into the correct category to complete a table.</p> <p>Checking your knowledge of the use of inversion after 'so' and 'such'. Checking your knowledge of how to use reporting verbs.</p> <p>Practising result clauses. Practising reporting verbs. Practising reported statements. Practising the use of articles.</p>

<p><b>8</b></p>	<p><b>Dreams and reality</b></p>	<p>Reading a conversation between a couple who are discussing money problems and selecting the correct phrase to complete conditional sentences. Practising expressing regret with 'wish', 'if only' and some conditional clauses. Practising the second and third conditional. Practising the zero, first, second, third and mixed conditionals. Practising the connectors 'unless', 'as long as', 'in case' and 'although'. Watching a video of a woman talking about her personal experience of a news event, predicting what news event the woman is talking about and then selecting the correct tense of a given verb to complete the transcript.</p> <p>Checking your knowledge of connectors of condition. Checking your knowledge of how conditional sentences are used in academic English.</p> <p>Listening to a Question and Answer session after a presentation at a Law and Order conference and selecting the missing words to complete sentences. Listening to a lecturer talking about sleep and dreaming and completing the student's notes with missing words.</p> <p>Selecting the correct words to complete a text about the difficulty in remembering things in modern life.</p>
<p><b>9</b></p>	<p><b>Rise and fall</b></p>	<p>Checking your knowledge of forming nouns and verbs using a variety of endings. Checking your knowledge of connectors of cause.</p> <p>Reading a text about London's Old Vic Theatre and classifying key ideas from the text under different headings. Listening to four descriptions of a building or place and completing a table.</p> <p>Practising reforming sentences in directed ways. Practising the infinitive and the '-ing' form.</p> <p>Practising phrasal verbs. Practising grouping nouns with their related nouns and adjectives. Practising fixed phrases.</p>
<p><b>10</b></p>	<p><b>Tears and laughter</b></p>	<p>Practising defining and non-defining relative clauses. Testing your knowledge of tenses and relative clauses.</p> <p>Checking your knowledge of relative pronouns in academic English. Checking your knowledge of participle clauses in academic English. Checking your knowledge of how relative clauses are used in academic English.</p> <p>Reading an article about the role of humour in the workplace, choosing a modal verb phrase for each gap in the text then selecting which sentences in the article refer to positive and negative humour. Listening to a lecturer discussing humour and national identity, selecting the main points of the argument and then deciding on the support for the argument.</p> <p>Reading an article about what makes people happy and selecting appropriate academic words to complete the text.</p>



Unit	Module	Content
1	<b>Fact and fiction</b>	<p>Listening to a news item about the possibility that there may be life on other planets and selecting the correct answer to questions.</p> <p>Contrasting the present simple and the present continuous. Practising the future perfect and continuous, 'will' and 'going to'. Listening to a news story about future homes, choosing phrases to complete sentences from the news story, then keying in future forms. Practising a variety of future tenses for predictions and assumptions.</p> <p>Checking your knowledge of the different tenses to talk about the future.</p> <p>Practising statements which give a positive, negative or neutral meaning. Practising the formation of negative words. Practising adverbs or adverbial phrases which comment on a whole sentence.</p>
2	<b>Light and dark</b>	<p>Practising future perfect statements and questions. Practising the past simple and the present perfect. Practising the future in the past to complete a text about predictions made in the 20th century.</p> <p>Practising dictionary definitions for words about astronomy.</p> <p>Listening to a conversation about the book 'The Age of Miracles' and deciding whether the statements are true or false. Listening to a speaker talking about Aurora Borealis: the Northern Lights and keying in the missing words to complete a student's notes.</p> <p>Checking your knowledge of the future perfect. Checking your knowledge of how to express future predictions and intentions in academic English.</p>
3	<b>Great and small</b>	<p>Practising compound nouns.</p> <p>Practising relative pronouns. Practising the use of the verbs 'hope' and 'expect'.</p> <p>Checking your knowledge of how relative clauses are used in academic English.</p> <p>Listening to a business report about a Swiss watchmaker and keying in the correct numbers to complete a paragraph. Listening to a lecture about the life of Mahatma Gandhi and answering multiple choice questions about the lecture. Listening to a radio interview about Graham Greene and answering questions about his novels.</p>

<p><b>4</b></p>	<p><b>Theory and practice</b></p>	<p>Checking your knowledge of how determiners are used in academic English.          Checking your knowledge of how modal verbs are used in academic English.          Checking your knowledge of non-sexist uses of personal pronouns.</p> <p>Practising question tags and negative questions. Practising past tense modals.          Practising reflexive pronouns and 'each other'.</p> <p>Practising vocabulary to do with the cinema. Practising idiomatic similes.</p> <p>Listening to someone from the Marriage Guidance Organization talking about the type of problems it helps couples with and choosing the correct answers to questions.</p>
<p><b>5</b></p>	<p><b>Heroes and villains</b></p>	<p>Practising participle clauses. Practising phrasal verbs. Focusing on indirect questions during an interview.</p> <p>Checking your knowledge of the use of the present perfect to refer to the future.          Checking your knowledge of how to use the past simple and present perfect tenses in academic English.</p> <p>Reading three short texts on crime and the causes of crime and identifying the genre of each text and its use in an academic context. Listening to people talking about crimes.</p> <p>Practising the full form of common English abbreviations. Reading three advertisements offering accommodation and matching vocabulary and abbreviations with their definitions. Practising phrasal verbs related to crime.</p>
<p><b>6</b></p>	<p><b>Trade and commerce</b></p>	<p>Practising fronting. Practising emphasizing an action using structures with 'what', 'all' and 'it'. Practising passive phrases and reading comprehension.</p> <p>Listening to a lecturer talking about the economic problems of poverty and possible solutions, typing in the correct phrase from the talk to complete the sentence, then identifying the words the lecturer stresses. Listening to five speakers discussing whether developing nations need improved trade agreements rather than aid, identifying each speaker's points of view and examining the evidence the speakers use. Reading extracts from a seminar on globalization and identifying the correct phrases for commenting on the speaker's ideas.</p> <p>Checking your knowledge of how passive verbs are used in academic English.</p> <p>Practising words and phrases connected with money in business. Practising words and phrases often used in connection with different kinds of international trade. Practising describing ways of looking.</p>

7	<b>Hearts and minds</b>	<p>Listening to a lecturer talking about states of consciousness, identifying the correct order in which topics are discussed and selecting the correct word or phrase to complete a text. Listening to a speaker talking about autism and identifying the sentences that summarize the lecture.</p> <p>Practising when to use 'the'. Practising unreal tenses. Practising verbs followed by an '-ing' form or infinitive with a change in meaning.</p> <p>Checking your knowledge of how articles are used in academic English.</p>
8	<b>Chance and design</b>	<p>Reading a lecture transcript about the methodology and results of a piece of research into website design and selecting the correct answers to complete the text. Reading a lecture transcript about website design, identifying the mistakes a student has made in her notes and the meaning of some of the words she has used.</p> <p>Checking your knowledge of all the conditional forms. Checking your knowledge of how conditional sentences are used in academic English. Checking your knowledge of inversion in conditional sentences. Checking your knowledge of how verbs used in reported speech are used in academic English.</p> <p>Practising mixed conditionals. Practising reporting verbs that reflect the attitude of the speaker.</p> <p>Practising expressions of possibility, probability and certainty.</p>
9	<b>Time and motion</b>	<p>Checking your knowledge of unreal tenses. Checking your knowledge of how time words are used in academic English. Checking your knowledge of the differences in spelling between British and American English. Checking your knowledge of the differences in vocabulary between British and American English.</p> <p>Practising a variety of discourse markers for contrasting ideas, adding similar information and drawing conclusions. Practising a variety of quantifiers to complete a text about a London suburb. Practising comparative structures.</p> <p>Reading extracts of two letters home, one by an American student and one by a British student and deciding whether the language is more likely to be used in American or British English. Listening to a talk about dolphins and keying in the missing words.</p>
10	<b>Local and global</b>	<p>Practising nouns which are always plural and uncountable nouns ending in 's' which are always singular.</p> <p>Checking your knowledge of irregular countable nouns with the same singular and plural form. Checking your knowledge of the use of negative expressions that require inversion.</p> <p>Listening to a nutritionist talking about food and drink, reading statements and choosing true or false. Listening to some students discussing ethical food choices and matching the opinions to the people's names in the order that you hear them. Listening to a radio debate concerning the greatest inventions of the past 200 years, reading opinions and selecting the correct speaker.</p> <p>Practising inversion after negative and limiting adverbials. Contrasting the positions of adverbial phrases with and without inversion. Practising concession clauses.</p>

## New Inside Out Beginner

Unit	Module	Content
<b>1</b>	<b>ID</b>	<p>Listening to four different sets of numbers and letters. Listening to a conversation about mobile phone numbers.</p> <p>Practising words for classroom objects.</p> <p>Practising possessive adjectives. Practising contractions of the verb 'to be'.</p> <p>Listening to the alphabet song.</p> <p>Macmillan English Campus' uses the term 'possessive adjectives', whereas 'Inside Out' uses the term 'possessive determiners'.</p>
<b>2</b>	<b>International</b>	<p>Practising numbers and prices.</p> <p>Identifying the main syllable stress in countries and nationalities within three pattern groups.</p> <p>Practising phrases we often use in shops by listening to conversations in a shop.</p> <p>Macmillan English Campus' practises 'have got'. 'Inside Out' teaches 'have'.</p> <p>Listening to people asking about how much things cost.</p> <p>Practising all forms of the verb 'to be'.</p>
<b>3</b>	<b>Relations</b>	<p>This is my family' will provide useful practice for this Syllabus Item even though its language level might seem somewhat high to students.</p> <p>Practising the present tense of the verb 'to be' in phrases we often use when we meet people.</p> <p>Practising family relationships.</p> <p>Practising using the possessive "'s'. Practising possessive adjectives: 'my', 'your', 'his', 'her', 'our', 'their'.</p>
<b>Review</b>	<b>A</b>	<p>Listening to a conversation between two students about their classmates. Listening to a woman checking in at a hotel. Spelling numbers from one to a hundred. Practising completing forms with personal information.</p> <p>Practising questions and answers with the verb 'to be'. Practising the verb 'to be' in the present simple. Practising subject pronouns.</p>

<p><b>4</b></p>	<p><b>Favourites</b></p>	<p>Listening to four conversations about likes and dislikes.</p> <p>Practising syllable stress in single words. Identifying the main syllable stress in countries and nationalities.</p> <p>Expressing likes and dislikes with singular and plural nouns. Practising possessive adjectives in short conversations about likes and possessions. Contrasting 'Do you' and 'Are you' in present simple questions.</p>
<p><b>5</b></p>	<p><b>Life</b></p>	<p>Practising phrases with 'can' that we often use when we speak on the phone.</p> <p>Listening to someone being interviewed about their life. Listening to six people talking about what jobs they do.</p> <p>When playing the game 'Memory', students should select the topic 'Jobs'. Identifying a speaker's attitude from the intonation of questions is covered in the Workbook unit.</p> <p>Practising the question words 'when', 'why', 'what', 'how' and 'where'.</p> <p>Matching words and drawings related to jobs. Practising places of work.</p> <p>Identifying the correct stress pattern in single words. Identifying a speaker's attitude from the intonation of questions.</p>
<p><b>6</b></p>	<p><b>24/7</b></p>	<p>Practising the present simple for routines. Reading about someone's daily routine and putting events in order.</p> <p>Listening to an interview about someone's job.</p> <p>Listening to two people talking about their daily routine in different countries.</p> <p>Practising telling the time.</p>
<p><b>Review</b></p>	<p><b>B</b></p>	<p>Practising words indicating time. Matching questions and answers related to exchanging personal information.</p> <p>Listening to four radio extracts and selecting 'am' or 'pm' for each time.</p> <p>Identifying the number of syllables in single words. Practising word order in personal questions. Practising personal pronouns and present simple verb forms.</p>
<p><b>7</b></p>	<p><b>NYC</b></p>	<p>Practising two vowel sounds.</p> <p>The vowel sounds practised in this Syllabus Item are covered in the Workbook unit.</p> <p>Practising phrases we use to ask about location by identifying the tone of the voice in questions.</p> <p>Practising the names of buildings and places.</p> <p>Practising the use of 'there is', 'there are', 'there isn't' and 'there aren't'. Practising the affirmative, negative and interrogative forms of 'there is' and 'there are'.</p>

8	<b>Houses</b>	<p>Practising two consonant sounds. Practising phrases we often use in social situations by listening to a conversation between two people who meet again at a conference. Practising questions and negatives with 'like' and giving short answers.</p> <p>Listening to a teenager describing his bedroom. Practising rooms and places inside and outside the home. Practising words for furniture and appliances. Practising ordinal numbers.</p>
9	<b>Diet</b>	<p>Listening to two people ordering food in a restaurant.</p> <p>Practising phrases we often use at restaurants by listening to two people ordering food.</p> <p>Practising two vowel sounds.</p> <p>Practising words for food.</p> <p>Practising the question form 'How often' with the present simple. Practising adverbs of frequency. Practising word order of adverbs of frequency.</p>
<b>Review</b>	<b>C</b>	<p>Identifying interested intonation in questions.</p> <p>The Student's Book unit does not cover identifying interested intonation in questions, but the pronunciation activity included in this Syllabus Item will provide useful practice to students.</p> <p>Practising affirmative and negative sentences with 'like', 'love' and 'hate'. Practising question word order. Practising 'wh'- questions in the present simple. Practising question words. Practising 'there is' and 'there are'. Contrasting the use of 'a', 'some' and 'any'.</p>
10	<b>Clothes</b>	<p>Practising the present continuous. Contrasting the present simple and the present continuous.</p> <p>Practising clothes and colours. Practising spelling words for clothes.</p> <p>Listening to a conversation about preferences for colours and clothes. Listening to the daily schedules of four students.</p> <p>Identifying the stressed words in short sentences describing actions.</p> <p>Practising ways to ask for information in a shop.</p>
11	<b>Events</b>	<p>Practising the past simple affirmative, negative and interrogative of 'be'. Practising making questions and giving short answers with 'was' and 'were'.</p> <p>Identifying syllable stress.</p>
12	<b>Hero</b>	<p>Listening to two people talking about the sports they like.</p> <p>Practising names for sports. Practising types of hobbies (verb phrases). Practising regular and irregular forms of the past simple. Identifying the same vowel sounds in single words.</p>

<b>Review</b>	<b>D</b>	<p>Identifying interested intonation in questions. The Student's Book unit does not cover identifying interested intonation in questions, but the pronunciation activity included in this Syllabus Item will provide useful practice to students. Listening to people talking about sport. Listening to a teacher from Mozambique talking about important events in his life.</p> <p>Practising the present continuous. Contrasting the present simple and the present continuous. Contrasting the negative forms of the present simple and continuous. Practising the use of 'was' and 'were'. Practising the past simple.</p>
<b>13</b>	<b>Travel</b>	<p>Practising phrases that we often use when using public transport.</p> <p>The Student's Book unit does not cover identifying interested intonation in questions, but the pronunciation activity included in this Syllabus Item will provide useful practice to students.</p> <p>Listening to people talking about how they travel to work in Turkey. Listening to a man talking to a woman about her weekend. Listening to a conversation about a holiday trip.</p> <p>Identifying interested intonation in questions. Identifying vowel sounds in a group of words.</p> <p>Practising regular and irregular past simple forms in affirmative and negative sentences. Practising questions in the past simple.</p>
<b>14</b>	<b>Circus</b>	<p>Practising 'can'/'can't' for ability.</p> <p>Practising words for different types of health problems.</p> <p>Practising words for animals. Practising words for parts of the body.</p> <p>Listening to telephone messages and matching what people say they can do with an advertisement for an audition. Listening to a rap song about parts of the body.</p>
<b>15</b>	<b>Future</b>	<p>Practising the difference between 'like' and 'would like' in its contracted form.</p> <p>Listening to three conversations about different kinds of plans. Listening to somebody talking about his travel plans. Practising the affirmative, negative and interrogative forms of the future with 'going to'.</p>
<b>Review</b>	<b>E</b>	<p>Identifying the same vowel sounds in single words.</p> <p>Practising the past simple regular and irregular.</p> <p>Practising all forms of the past simple. Practising the affirmative, negative and interrogative form of 'can'.</p> <p>Listening to two people talking about their hobbies. Listening to an interview about a family going to live on a desert island.</p> <p>Practising forms of transport.</p>



Unit	Module	Content
1	<b>Facts and figures</b>	<p>Practising word order in personal questions. Practising the question words 'when', 'why', 'what', 'how' and 'where'.</p> <p>Practising vowels. Practising consonants. Listening to a conversation about mobile phone numbers and matching each person with their phone number.</p> <p>Checking your knowledge of the indefinite article. Checking your knowledge of the form of possessive adjectives. Checking your knowledge of capital letters and paragraphs.</p> <p>Practising spelling numbers from one to a hundred.</p>
2	<b>Where and when</b>	<p>Practising the affirmative and negative forms of the present simple. Practising the affirmative, negative and interrogative forms of the present simple. Reading about someone's daily routine and putting events next to the correct time they happen. Practising the present simple for routine.</p> <p>Checking your knowledge of spelling rules for the present simple. Checking your knowledge of full stops (.), commas (,) and question marks (?).</p> <p>Watching a woman talking about her daily routine, matching activities with time expressions and then matching times of day with a correct time. Watching a video in which a businessman describes his schedule for the day, choosing the correct times to complete the description and then matching words and numbers expressing the same time. Practising the use of nationality nouns and adjectives.</p> <p>Listening to two people talking about their daily routine in different countries and selecting the correct information.</p>
3	<b>Friends and family</b>	<p>Practising 'wh-' questions in the present simple. Practising question words. Practising expressing likes and dislikes. Practising the use of 'do' as an auxiliary verb.</p> <p>Checking your knowledge of the use of the possessive case. Checking your knowledge of object pronouns.</p> <p>Listening to four conversations about likes and dislikes and deciding who is speaking.</p> <p>Watching a video about a woman who gives a description of herself and a friend, choosing words to complete a description and then choosing words to complete sentences describing people. Practising words for animals.</p>
4	<b>Bed and breakfast</b>	<p>Practising vocabulary associated with hotels. Practising words related to houses.</p> <p>Listening to people talking about breakfast habits in different places, identifying the place and then matching the breakfast food with the place.</p>

		<p>Listening to a woman checking in at a hotel and keying in missing information to complete a form. Listening to a waiter and two business people who are having a meal together in a restaurant and deciding what the speakers are doing when they say various things.</p> <p>Checking your knowledge of the difference between countable and uncountable nouns.</p> <p>Checking your knowledge of uncountable nouns that represent food. Checking your knowledge of how to use 'would' to make offers.</p> <p>Contrasting 'there is' and 'there are' with the pronouns 'it' and 'they'. Practising 'a lot of', 'a little', 'a few', 'too many', 'too much' and 'enough'. Practising words indicating quantity: 'much', 'many', 'a lot of', 'a little', 'a few', 'enough'.</p>
<b>5</b>	<b>Film and television</b>	<p>Practising adverbs of frequency.</p> <p>Listening to a conversation between a shop assistant and a customer and putting the customer's lines in the correct place in the conversation. Listening to conversations in a shop and answering multiple-choice questions about what you hear.</p> <p>Practising names for different types of TV shows. Practising the names for different types of films.</p> <p>Checking your knowledge of adverbs of frequency. Checking your knowledge of the word order of adverbs of frequency.</p> <p>Doing a web project about Harrods, a famous department store in London.</p>
<b>6</b>	<b>Work and study</b>	<p>Checking your knowledge of using 'can' + verbs of perception. Checking your knowledge of adverbs of manner. Checking your knowledge of the affirmative form of 'there was' and 'there were'. Checking your knowledge of the interrogative form of 'there was' and 'there were'. Checking your knowledge of the negative form of 'there was' and 'there were'.</p> <p>Watching an advertisement for primary school teachers and then matching jobs with their descriptions. Practising words used to talk about jobs. Watching a video of a man talking about his job, choosing the correct words to complete what the man says and then choosing the correct words to complete sentences about different jobs.</p> <p>Rearranging sentences using 'can' to make correct questions and short answers. Practising the use of 'can' to make polite requests. Practising adverbs of manner. Contrasting the use of 'was' and 'were'.</p>
<b>7</b>	<b>News and weather</b>	<p>Checking your knowledge of the past simple regular. Checking your knowledge of the interrogative form of the past simple irregular. Checking your knowledge of the negative form of the past simple irregular. Checking your knowledge of the uses of 'it' as dummy subject.</p> <p>Listening to weather reports and matching cities around the world with the corresponding weather prediction. Listening to a man phoning someone at another company and completing a series of phrases that are useful when making phone calls.</p> <p>Practising words used in newspaper headlines. Watching a video to practise words related to weather, completing a weather report and then identifying the word with the stronger meaning. Practising words related to the weather.</p> <p>Practising the past simple.</p>

<p><b>8</b></p>	<p><b>Coming and going</b></p>	<p>Practising the use of the present simple and the present continuous. Practising infinitives of purpose. Practising some typical signs you can see on a bus by predicting the language you will see in the video, then dragging and dropping verbs into the correct gaps.</p> <p>Listening to directions in an office and matching the directions with the place you go to.</p> <p>Checking your knowledge of comparatives formed by adding ‘-er’ to the adjective. Checking your knowledge of ‘more’ + adjective. Checking your knowledge of irregular comparatives.</p> <p>Listening to an airport announcement and choosing the correct answers to complete sentences about the video, then choosing the correct words to complete announcements. Practising languages and countries by predicting the answers to questions about a video, then selecting the correct language spoken in each country to complete sentences. Practising words you need to talk about travelling by matching the lines of a poem and then completing sentences.</p>
<p><b>9</b></p>	<p><b>Life and style</b></p>	<p>Practising superlatives.</p> <p>Checking your knowledge of the present perfect. Checking your knowledge of irregular superlatives. Checking your knowledge of the different uses of ‘have got’. Checking your knowledge of the use of ‘one’ and ‘ones’.</p> <p>Watching a video in which a woman talks about the place she lives, choosing correct sentences about the video and choosing the correct words to complete sentences. Practising words for landscapes and nature. Practising words for parts of the body.</p> <p>Listening to a passage about tourists polluting the environment and keying in the missing words to complete a text.</p>
<p><b>10</b></p>	<p><b>Fun and games</b></p>	<p>Practising the future with ‘going to’. Practising the past simple and the present perfect.</p> <p>Checking your knowledge of the use of gerunds and infinitives. Checking your knowledge of the difference between the use of the past simple and the present perfect.</p> <p>Listening to six people talking about different aspects of their town and identifying which aspect each speaker mentions.</p> <p>Practising suggesting solutions to problems. Listening to a description of an island in Greece, matching words used to describe the island in a video and then choosing correct adjectives to complete sentences. Practising using ‘play’, ‘go’ and ‘do’ with different sports by selecting the correct words to complete a text about running, then clicking on the correct verb for each sport.</p> <p>Practising words related to spare time by reading a text and identifying the activity it describes, then selecting the correct word to complete sentences.</p>



Unit	Module	Content
1	Name	<p>Contrasting short and long vowel sounds.</p> <p>Practising the present simple and past simple.</p> <p>Practising the present continuous. Practising present perfect questions. Practising the future with 'going to'. Practising 'wh-' question formation.</p> <p>Listening to a French woman talking about her family and matching the people according to their relationships. Listening to a conversation at an airport with an immigration officer and a passenger and matching answers with questions.</p> <p>General note: 'New Inside Out Pre-intermediate' revises some of the language taught in lower levels of 'New Inside Out'. Hence a few resources used in other 'New Inside Out' courses have been reused in this course.</p> <p>Practising nouns for family relationships.</p>
2	Place	<p>Practising the modifiers 'so', 'such', 'too', 'enough', and 'quite'. Practising the present simple of the verb 'to be' with countable and uncountable nouns.</p> <p>Practising the quantifiers 'much', 'many', 'a lot of', 'little', 'a little', 'few', 'a few' and 'enough'.</p> <p>Listening to six people talking about different aspects of their town and identifying which aspect each speaker mentions. Listening to a woman talking about where she lives in Italy and identifying the advantages and disadvantages of living in her town.</p> <p>Practising words related to places.</p> <p>Identifying the main syllable stress in countries and nationalities.</p>
3	Love	<p>Identifying which form of an irregular verb you hear; the simple past or past participle.</p> <p>Practising adjectives ending in '-ed' and '-ing'.</p> <p>Listening to two teenagers talking about a friend they are worried about and choosing the correct answer to questions.</p> <p>Practising 'so' and 'neither'.</p> <p>Practising the past simple. Practising the past continuous. Contrasting the past simple and the past continuous. Practising forming adverbs from adjectives.</p>
Review	A	<p>Contrasting 'Do you' and 'Are you' for present simple questions. Contrasting the present simple and past simple. Practising 'a lot of', 'a little', 'a few', 'too many', 'too much' and 'enough'.</p> <p>Practising 'how much' and 'how many'. Contrasting the past simple and past continuous. Practising adjectives and adverbs.</p> <p>Visiting external websites and answering questions about Vancouver, Canada.</p>

		<p>Practising identifying the main syllable stress in countries and nationalities.</p> <p>Listening to a woman talking about her family and matching the beginning and ending of sentences.</p> <p>Listening to a woman talking about herself and a friend, answering true or false for each statement and selecting the correct answer to complete sentences..</p>
<b>4</b>	<b>Spend</b>	<p>Practising words and phrases used in shops. When playing 'Molly in the Building on Fire' students should select the topic 'Clothes and Accessories'.</p> <p>Practising word order of adverbs of frequency. Practising verbs followed by two objects. Practising the '-ing' form and infinitive with 'to'. Contrasting the present simple and the present continuous. Practising expressions of quantity: 'a bar of', 'a box of', etc. Practising words related to clothes and accessories.</p> <p>Listening to an interview about fashions in the 60s and 70s and choosing the correct answer to questions about the interview.</p> <p>Practising the pronunciation of plural nouns.</p>
<b>5</b>	<b>Fit</b>	<p>Practising the use of 'how' + adjectives and adverbs.</p> <p>Practising using 'play', 'do' and 'go' with different sports. Listening to instructions given at a gym lesson and putting instructions in the correct order.</p> <p>Listening to a dialogue about cycling and deciding whether statements are true or false. Listening to Jane talking to a friend about free time and keying in comparative adjectives to complete the conversation. Practising comparative and superlative adjectives. Listening to a radio report about a new football stadium and selecting the correct numbers to complete the report. Practising phrasal verbs.</p>
<b>6</b>	<b>Job</b>	<p>Listening to two interviews about people's jobs and choosing the correct answers to complete two surveys.</p> <p>There are two lists of names of jobs and workplaces that students can use when playing the game 'Greyhound Midnight Sleep'.</p> <p>Practising the use of 'have to' to talk about obligation. Practising the present perfect simple with 'ever' and 'never'. Contrasting the past simple and the present perfect. Practising irregular past simple and past participle forms.</p> <p>Listening to an interview with a park keeper and matching the first part of sentences with their corresponding endings. Listening to a conversation about an explorer and choosing the correct present perfect form to complete statements about him. Practising words for jobs. Practising words and phrases used when talking about jobs.</p>
<b>Review</b>	<b>B</b>	<p>Visiting an external website and answering questions about a famous department store.</p> <p>Practising word order of adverbs of frequency. Practising the use of '-ing' forms and infinitives. Practising comparative and superlative adjectives.</p>

		<p>Practising the present simple and the present continuous. Contrasting the present perfect and the past simple.</p> <p>Listening to a conversation about a penpal magazine and completing information on the interests of each person shown in the magazine.</p> <p>Listening to a radio interview with a film star and selecting true or false for each statement.</p> <p>Practising identifying the stress pattern in two- and three-syllable words.</p>
<b>7</b>	<b>Eco</b>	<p>Listening to a girl talking about her family and the environment and selecting the correct form of the present simple to complete sentences. Listening to a passage about tourists polluting the environment and keying in the missing words to complete a text. Listening to an interview with a woman talking about her travel plans and selecting true or false for each statement.</p> <p>Practising words and expressions used on the phone.</p> <p>Practising 'wh-' questions that ask about a subject. Practising 'wh-' questions that ask about an object.</p> <p>Practising stative verbs. Listening to three conversations about plans, matching the conversations with pictures and completing sentences with a form of 'going to'. Practising the present continuous for future use.</p>
<b>8</b>	<b>Education</b>	<p>Listening to an interview about life in the 1920s and selecting the statements that match the speaker's opinions. Listening to a teenager asking for permission to go out and choosing the correct answer to questions.</p> <p>Practising 'had to', 'didn't have to' and 'couldn't'. Practising 'must' and 'mustn't'. Practising 'should'. Practising 'mustn't' and 'don't have to'. Practising 'have to', 'don't have to', 'should' and 'shouldn't'.</p> <p>Listening to three interviews with teenagers, matching what they say with pictures and listening for phrases they use to express their views.</p> <p>Practising words and phrases used to talk about education.</p>
<b>9</b>	<b>Smile</b>	<p>Practising words for parts of the body.</p> <p>Listening to descriptions of four people and choosing the adjectives that best describe each person. Listening to somebody talking about a trip to Bermuda and choosing the correct option to answer questions.</p> <p>Practising the use of '-ing' forms and infinitives.</p> <p>Practising the present perfect with 'for' and 'since'.</p> <p>Practising the present perfect continuous. Contrasting the present perfect simple and continuous. Practising verbs followed by an '-ing' form or an infinitive with a change in meaning.</p>
<b>Review</b>	<b>C</b>	<p>Visiting external websites and answering questions about Easter Island, one of the remotest inhabited islands in the world.</p> <p>Listening to someone talking about environmental issues and keying the correct number into each gap. Listening to someone talking about his trip to South America and listing the place names in the order he mentions them.</p>

		<p>Practising the recognition of verbs that are not normally used in the continuous form. Practising verbs followed by the '-ing' form and the infinitive. Practising the use of 'must' and 'have to'. Practising the use of 'should'. Practising the use of 'must' and 'mustn't'. Practising the present perfect simple. Contrasting the present perfect simple and continuous.</p>
<b>10</b>	<b>Lifestyle</b>	<p>Practising words for fruit and vegetables. Practising words and phrases used in cooking. Practising words for parts of a car.</p> <p>The student's book refers to a clause after 'if' as a future time clause. This course refers to a clause with 'if' + a main clause with 'will' as a first conditional sentence.</p> <p>Listening to a radio discussion about the services offered by the Automobile Association and selecting the correct answer to each question.</p> <p>Identifying the same vowel sounds in single words that may have different spellings.</p> <p>Practising the future simple. Practising the use of the present simple in future time clauses starting with 'as soon as', 'when' and 'if'. Practising the first conditional or future time clauses with 'if'. Practising the use of 'used to' for past habits and states.</p>
<b>11</b>	<b>Animal</b>	<p>When playing the game 'Memory', students should select the topics 'Domestic animals' and 'Wild animals'.</p> <p>Practising ways of making requests.</p> <p>Listening to someone talking about swimming with a whale and deciding if statements are true or false.</p> <p>Practising words for animals. Practising collocations related to what animals do.</p> <p>Practising prepositions following adjectives. Practising relative clauses. Practising relative pronouns. Practising the second or unreal conditional.</p>
<b>12</b>	<b>Incredible</b>	<p>Listening to a radio report about a new football stadium and selecting the correct numbers to complete the report. Listening to weather reports and matching cities with the corresponding weather prediction. Listening to two English teachers talking about learning English in the future and deciding if they agree or disagree with statements.</p> <p>Practising the past perfect. Contrasting the past simple and past perfect. Practising the present simple passive. Practising the past simple passive. Practising the use of 'can', 'could', 'may' and 'might' to talk about possibility.</p> <p>Practising verb collocations.</p>
<b>Review</b>	<b>D</b>	<p>Practising 'will' and 'won't'. Practising describing past habits and customs with 'used to'. Practising relative pronouns. Practising the second conditional. Practising the past perfect. Practising the past simple passive. Reviewing many of the language points covered in this course by playing 'Astro Explorer'.</p> <p>When playing the game 'The Balloon Fiesta', students should select the topic 'Second conditional'.</p> <p>Visiting an external website and answering questions about London Zoo.</p> <p>Listening to a plan to kidnap a racehorse and keying in missing verbs in sentences that contain future time clauses. Listening to a woman talking about a journey across North America and identifying words.</p>



Unit	Module	Content
1	Name	<p>Contrasting short and long vowel sounds.</p> <p>Practising the present simple and past simple.</p> <p>Practising the present continuous. Practising present perfect questions. Practising the future with 'going to'. Practising 'wh-' question formation.</p> <p>Listening to a French woman talking about her family and matching the people according to their relationships. Listening to a conversation at an airport with an immigration officer and a passenger and matching answers with questions.</p> <p>General note: 'New Inside Out Pre-intermediate' revises some of the language taught in lower levels of 'New Inside Out'. Hence a few resources used in other 'New Inside Out' courses have been reused in this course.</p> <p>Practising nouns for family relationships.</p>
2	Place	<p>Practising the modifiers 'so', 'such', 'too', 'enough', and 'quite'. Practising the present simple of the verb 'to be' with countable and uncountable nouns.</p> <p>Practising the quantifiers 'much', 'many', 'a lot of', 'little', 'a little', 'few', 'a few' and 'enough'.</p> <p>Listening to six people talking about different aspects of their town and identifying which aspect each speaker mentions. Listening to a woman talking about where she lives in Italy and identifying the advantages and disadvantages of living in her town.</p> <p>Practising words related to places.</p> <p>Identifying the main syllable stress in countries and nationalities.</p>
3	Love	<p>Identifying which form of an irregular verb you hear; the simple past or past participle.</p> <p>Practising adjectives ending in '-ed' and '-ing'.</p> <p>Listening to two teenagers talking about a friend they are worried about and choosing the correct answer to questions.</p> <p>Practising 'so' and 'neither'.</p> <p>Practising the past simple. Practising the past continuous. Contrasting the past simple and the past continuous. Practising forming adverbs from adjectives.</p>
Review	A	<p>Contrasting 'Do you' and 'Are you' for present simple questions. Contrasting the present simple and past simple. Practising 'a lot of', 'a little', 'a few', 'too many', 'too much' and 'enough'.</p> <p>Practising 'how much' and 'how many'. Contrasting the past simple and past continuous. Practising adjectives and adverbs.</p> <p>Visiting external websites and answering questions about Vancouver, Canada.</p>

		<p>Practising identifying the main syllable stress in countries and nationalities.</p> <p>Listening to a woman talking about her family and matching the beginning and ending of sentences.</p> <p>Listening to a woman talking about herself and a friend, answering true or false for each statement and selecting the correct answer to complete sentences..</p>
<b>4</b>	<b>Spend</b>	<p>Practising words and phrases used in shops. When playing 'Molly in the Building on Fire' students should select the topic 'Clothes and Accessories'.</p> <p>Practising word order of adverbs of frequency. Practising verbs followed by two objects. Practising the '-ing' form and infinitive with 'to'. Contrasting the present simple and the present continuous. Practising expressions of quantity: 'a bar of', 'a box of', etc. Practising words related to clothes and accessories.</p> <p>Listening to an interview about fashions in the 60s and 70s and choosing the correct answer to questions about the interview.</p> <p>Practising the pronunciation of plural nouns.</p>
<b>5</b>	<b>Fit</b>	<p>Practising the use of 'how' + adjectives and adverbs.</p> <p>Practising using 'play', 'do' and 'go' with different sports. Listening to instructions given at a gym lesson and putting instructions in the correct order.</p> <p>Listening to a dialogue about cycling and deciding whether statements are true or false. Listening to Jane talking to a friend about free time and keying in comparative adjectives to complete the conversation. Practising comparative and superlative adjectives. Listening to a radio report about a new football stadium and selecting the correct numbers to complete the report. Practising phrasal verbs.</p>
<b>6</b>	<b>Job</b>	<p>Listening to two interviews about people's jobs and choosing the correct answers to complete two surveys.</p> <p>There are two lists of names of jobs and workplaces that students can use when playing the game 'Greyhound Midnight Sleep'.</p> <p>Practising the use of 'have to' to talk about obligation. Practising the present perfect simple with 'ever' and 'never'. Contrasting the past simple and the present perfect. Practising irregular past simple and past participle forms.</p> <p>Listening to an interview with a park keeper and matching the first part of sentences with their corresponding endings. Listening to a conversation about an explorer and choosing the correct present perfect form to complete statements about him. Practising words for jobs. Practising words and phrases used when talking about jobs.</p>
<b>Review</b>	<b>B</b>	<p>Visiting an external website and answering questions about a famous department store.</p> <p>Practising word order of adverbs of frequency. Practising the use of '-ing' forms and infinitives. Practising comparative and superlative adjectives.</p> <p>Practising the present simple and the present continuous.</p>

		<p>Listening to a conversation about a penpal magazine and completing information on the interests of each person shown in the magazine.</p> <p>Listening to a radio interview with a film star and selecting true or false for each statement.</p> <p>Practising identifying the stress pattern in two- and three-syllable words.</p>
<b>7</b>	<b>Eco</b>	<p>Listening to a girl talking about her family and the environment and selecting the correct form of the present simple to complete sentences. Listening to a passage about tourists polluting the environment and keying in the missing words to complete a text. Listening to an interview with a woman talking about her travel plans and selecting true or false for each statement.</p> <p>Practising words and expressions used on the phone.</p> <p>Practising 'wh-' questions that ask about a subject. Practising 'wh-' questions that ask about an object.</p> <p>Practising stative verbs. Listening to three conversations about plans, matching the conversations with pictures and completing sentences with a form of 'going to'. Practising the present continuous for future use.</p>
<b>8</b>	<b>Education</b>	<p>Listening to an interview about life in the 1920s and selecting the statements that match the speaker's opinions. Listening to a teenager asking for permission to go out and choosing the correct answer to questions.</p> <p>Practising 'had to', 'didn't have to' and 'couldn't'. Practising 'must' and 'mustn't'. Practising 'should'. Practising 'mustn't' and 'don't have to'. Practising 'have to', 'don't have to', 'should' and 'shouldn't'.</p> <p>Listening to three interviews with teenagers, matching what they say with pictures and listening for phrases they use to express their views.</p> <p>Practising words and phrases used to talk about education.</p>
<b>9</b>	<b>Smile</b>	<p>Practising words for parts of the body.</p> <p>Listening to descriptions of four people and choosing the adjectives that best describe each person. Listening to somebody talking about a trip to Bermuda and choosing the correct option to answer questions.</p> <p>Practising the use of '-ing' forms and infinitives.</p> <p>Practising the present perfect with 'for' and 'since'.</p> <p>Practising the present perfect continuous. Contrasting the present perfect simple and continuous. Practising verbs followed by an '-ing' form or an infinitive with a change in meaning.</p>
<b>Review</b>	<b>C</b>	<p>Visiting external websites and answering questions about Easter Island, one of the remotest inhabited islands in the world.</p> <p>Listening to someone talking about environmental issues and keying the correct number into each gap. Listening to someone talking about his trip to South America and listing the place names in the order he mentions them.</p> <p>Practising the recognition of verbs that are not normally used in the continuous form. Practising verbs followed by the '-ing' form and the infinitive. Practising the use of 'must' and 'have to'. Practising the use of 'should'. Practising the use of 'must' and 'mustn't'. Practising the present perfect simple. Contrasting the present perfect simple and continuous.</p>

<p><b>10</b></p>	<p><b>Lifestyle</b></p>	<p>Practising words for fruit and vegetables. Practising words and phrases used in cooking. Practising words for parts of a car.</p> <p>The student's book refers to a clause after 'if' as a future time clause. This course refers to a clause with 'if' + a main clause with 'will' as a first conditional sentence.</p> <p>Listening to a radio discussion about the services offered by the Automobile Association and selecting the correct answer to each question.</p> <p>Identifying the same vowel sounds in single words that may have different spellings.</p> <p>Practising the future simple. Practising the use of the present simple in future time clauses starting with 'as soon as', 'when' and 'if'. Practising the first conditional or future time clauses with 'if'. Practising the use of 'used to' for past habits and states.</p>
<p><b>11</b></p>	<p><b>Animal</b></p>	<p>When playing the game 'Memory', students should select the topics 'Domestic animals' and 'Wild animals'.</p> <p>Practising ways of making requests.</p> <p>Listening to someone talking about swimming with a whale and deciding if statements are true or false.</p> <p>Practising words for animals. Practising collocations related to what animals do.</p> <p>Practising prepositions following adjectives. Practising relative clauses. Practising relative pronouns. Practising the second or unreal conditional.</p>
<p><b>12</b></p>	<p><b>Incredible</b></p>	<p>Listening to a radio report about a new football stadium and selecting the correct numbers to complete the report. Listening to weather reports and matching cities with the corresponding weather prediction. Listening to two English teachers talking about learning English in the future and deciding if they agree or disagree with statements.</p> <p>Practising the past perfect. Contrasting the past simple and past perfect. Practising the present simple passive. Practising the past simple passive. Practising the use of 'can', 'could', 'may' and 'might' to talk about possibility.</p> <p>Practising verb collocations.</p>
<p><b>Review</b></p>	<p><b>D</b></p>	<p>Practising 'will' and 'won't'. Practising describing past habits and customs with 'used to'. Practising relative pronouns. Practising the second conditional. Practising the past perfect. Practising the past simple passive. Reviewing many of the language points covered in this course by playing 'Astro Explorer'.</p> <p>When playing the game 'The Balloon Fiesta', students should select the topic 'Second conditional'.</p> <p>Visiting an external website and answering questions about London Zoo.</p> <p>Listening to a plan to kidnap a racehorse and keying in missing verbs in sentences that contain future time clauses. Listening to a woman talking about a journey across North America and identifying words.</p>



Unit	Module	Content
1	<b>Alive and well</b>	<p>Practising forming adjectives from nouns. Practising suffixes used to make nouns into adjectives.</p> <p>Reading a text about doctors' perceptions of their patients' health and matching the beginnings and endings of statements to create a summary of the text. Reading three texts which discuss different aspects of complementary medicine, identifying the writer's purpose in each text and answering questions about how the writer gets his or her message across. Listening to three people discussing cosmetic surgery and deciding who made each point.</p> <p>Practising a variety of future tenses.</p> <p>Checking your knowledge of auxiliary verbs. Checking your knowledge of when to use the present simple, the present continuous or the present perfect. Checking your knowledge of the future with 'will', the future continuous and the future perfect.</p>
2	<b>Right and wrong</b>	<p>Reading about how we find and interpret online information and thinking about how to search for academic information online.</p> <p>Practising question tags and negative questions. Practising articles and reading comprehension by reading an article about family businesses in Spain, deciding whether an indefinite article, a definite article or no article is required to complete the text, then reading the article and keying in information to complete a summary of the article.</p> <p>Listening to a story about an urban myth and matching sections of the story with definitions, then matching specific features with extracts from the story. Listening to an interview with a professional storyteller. Reading an article about bog bodies, an archaeological phenomenon common in north-west Europe, dragging each verb and dropping it in the correct gap.</p> <p>Checking your knowledge of how to use narrative tenses correctly.</p> <p>Reading about scientific exploration on Mars and choosing the correct vocabulary to complete the text. Practising verb prefixes.</p>
3	<b>Land and sea</b>	<p>Reading a short text about life expectancy then using data shown in a graph to determine if statements about life expectancy are true or false. Listening to facts about corals and deciding whether the statements are true or false.</p> <p>Practising the past simple, present perfect and present perfect continuous. Practising adjective word order in complex noun phrases. Practising the order of adjectives in descriptions.</p> <p>Practising different types of news categories. Practising words and phrases used to describe information in graphs.</p> <p>Checking your knowledge of the use of the present perfect simple and continuous. Checking your knowledge of the difference between the use of the past simple and the present perfect. Checking your knowledge of the order of two or more adjectives used together.</p>

4	<b>Magic and mystery</b>	<p>Listening to a pilot reporting a sighting of UFOs and arranging sentences in the order you hear them. Listening to the description of the Nazca Lines in Peru and deciding which summary is correct.</p> <p>Practising forming new words by adding suffixes. Practising impersonal statements. Practising the past simple, past continuous and past perfect.</p> <p>Practising word formation. Practising forming nouns from verbs.</p> <p>Checking your knowledge of the passive voice. Checking your knowledge of the use of the past perfect and past perfect continuous. Checking your knowledge of the use of the past simple and the past perfect.</p>
5	<b>Parents and children</b>	<p>Practising 'used to' and the past simple. Practising describing past habits/customs with 'used to'.</p> <p>Listening to Laura talking about her father and his car, matching phrases and then deciding if the statements are true or false. Listening to an interview about life in the 1920s and selecting the statements that match the speaker's opinion. Listening to part of a radio programme about teenagers and putting the words in the order you hear them. Listening to five people talking about teachers they had at school and matching the speakers with the correct statements. Listening to someone discussing a different lifestyle and completing the text with the missing words.</p> <p>Checking your knowledge of the use of 'used to' as a verb and as an adjective.</p>
6	<b>Power and money</b>	<p>Checking your knowledge of passive verb forms in academic English. Checking your knowledge of the way in which we use 'have something done'.</p> <p>Practising collocations commonly used in business. Practising frequently used words related to money and business.</p> <p>Listening to a lecture about former British Prime Minister Winston Churchill and filling in the student's notes with the missing words.</p> <p>Contrasting various tenses of the passive voice. Practising verb structures for expressing attitudes and opinions. Practising the passive and causatives.</p> <p>Reading information and watching videos about business entrepreneurs and practising guessing the meaning of words and phrases from context.</p>
7	<b>Rhyme and reason</b>	<p>Practising homophones. Practising words and phrases connected with advertising and marketing.</p> <p>Reading a text about a new form of marketing, matching the correct heading to each paragraph in the text and then deciding whether a series of statements are true or false or if the answer is not given. Listening to a presentation by an advertising executive about a campaign his agency is planning for a client and selecting the correct answer to each question. Listening to a lecturer talking about methods of marketing and dragging each item into the correct category to complete a table.</p> <p>Checking your knowledge of the use of inversion after 'so' and 'such'. Checking your knowledge of how to use reporting verbs.</p> <p>Practising result clauses. Practising reporting verbs. Practising reported statements. Practising the use of articles.</p>

<p><b>8</b></p>	<p><b>Dreams and reality</b></p>	<p>Reading a conversation between a couple who are discussing money problems and selecting the correct phrase to complete conditional sentences. Practising expressing regret with 'wish', 'if only' and some conditional clauses. Practising the second and third conditional. Practising the zero, first, second, third and mixed conditionals. Practising the connectors 'unless', 'as long as', 'in case' and 'although'. Watching a video of a woman talking about her personal experience of a news event, predicting what news event the woman is talking about and then selecting the correct tense of a given verb to complete the transcript.</p> <p>Checking your knowledge of connectors of condition. Checking your knowledge of how conditional sentences are used in academic English.</p> <p>Listening to a Question and Answer session after a presentation at a Law and Order conference and selecting the missing words to complete sentences. Listening to a lecturer talking about sleep and dreaming and completing the student's notes with missing words.</p> <p>Selecting the correct words to complete a text about the difficulty in remembering things in modern life.</p>
<p><b>9</b></p>	<p><b>Rise and fall</b></p>	<p>Checking your knowledge of forming nouns and verbs using a variety of endings. Checking your knowledge of connectors of cause.</p> <p>Reading a text about London's Old Vic Theatre and classifying key ideas from the text under different headings. Listening to four descriptions of a building or place and completing a table.</p> <p>Practising reforming sentences in directed ways. Practising the infinitive and the '-ing' form.</p> <p>Practising phrasal verbs. Practising grouping nouns with their related nouns and adjectives. Practising fixed phrases.</p>
<p><b>10</b></p>	<p><b>Tears and laughter</b></p>	<p>Practising defining and non-defining relative clauses. Testing your knowledge of tenses and relative clauses.</p> <p>Checking your knowledge of relative pronouns in academic English. Checking your knowledge of participle clauses in academic English. Checking your knowledge of how relative clauses are used in academic English.</p> <p>Reading an article about the role of humour in the workplace, choosing a modal verb phrase for each gap in the text then selecting which sentences in the article refer to positive and negative humour. Listening to a lecturer discussing humour and national identity, selecting the main points of the argument and then deciding on the support for the argument.</p> <p>Reading an article about what makes people happy and selecting appropriate academic words to complete the text.</p>



Unit	Module	Content
1	Conversation	<p>Listening to a private investigator talking about his life. Listening to a conversation about the book 'Men are from Mars, Women are from Venus'. Listening to someone from the Marriage Guidance Organization talking about the type of problems it helps couples with.</p> <p>Practising the word order of adverbs of frequency. Practising the word order of sentences that include adverbs. Practising expressions of time. Practising adverbs or adverbial phrases which comment on a whole sentence. Practising reflexive pronouns and 'each other' in a text about marriage and divorce.</p> <p>Identifying attitude by listening to sentence intonation and stress</p> <p>General note: 'New Inside Out Advanced' revises some of the language taught in lower levels of 'New Inside Out'. Hence a few of the resources used in other 'Macmillan English Campus' courses have been reused in this course. Specific notes: 'Mick Malone's life story' will provide useful practice for this Syllabus Item even though its language level might seem somewhat low to students. 'The difference between men and women' duplicates the exercise in the Student's Book, giving students a new opportunity to do the exercise successfully. The grammatical focus of 'Getting married' is not covered in the Student's Book. This resource has been included in this Syllabus Item because it deals with the same theme as the Student's Book unit.</p> <p>Practising forming adverbs from adjectives. Practising forming adjectives from nouns. Practising suffixes used to make adjectives into nouns. Practising forming verbs from nouns. Practising forming nouns from verbs. Practising forming new words by adding suffixes.</p>
2	Taste	<p>Practising word order of adjectives. Practising modification of nouns. Practising concession clauses in a text about restaurants in Sydney. Practising fronting. Contrasting narrative tenses. Practising the past simple, past continuous and past perfect. Practising pronoun reference in three texts about eating out.</p> <p>Listening to a nutritionist talking about food and drink. Listening to people talking about restaurants. Listening to four stories about people's experiences in restaurants. Listening to five people talking about their experiences in different restaurants. Listening to eight different people being asked for their opinions about a proposal.</p> <p>The grammatical focus of 'Food in the Harbour City' and 'Pronoun reference' is not covered in the Student's Book. These resources have been included in this Syllabus Item because they deal with the same theme as the Student's Book unit.</p> <p>Identifying speakers' attitudes in intonation. Identifying the speaker's feelings about accepting a job offer by listening to his intonation.</p>

<p><b>3</b></p>	<p><b>City</b></p>	<p>City quiz' and 'Inversion' duplicate the exercises in the Student's Book, giving students a new opportunity to do the exercises successfully. 'Travel log' covers inversion after negative adverbials and also cleft sentences, which are taught in the Upper Intermediate level. You may want to point this out to students before they do the activity. The grammatical focus of 'A visit to London' and 'Quantifiers' is not covered in the Student's Book. These resources have been included in this Syllabus Item because they deal with the same theme as the Student's Book unit.</p> <p>Listening to a radio programme about a quiz on cities around the world. Listening to somebody talking about a trip to Bermuda. Listening to five clips about American cities. Listening to a radio programme about urban adventures. Listening to a conversation between a shop owner and a security expert about preventing shoplifting.</p> <p>Practising the use of negative expressions that require inversion. Contrasting the positions of adverbial phrases with and without inversion. Practising inversion after negative and limiting adverbials. Practising the use of 'just', 'really' and 'actually'. Practising the uses of 'just'. Practising the connectors 'unless', 'as long as', 'in case' and 'although' in sentences giving advice to a London tourist. Practising a variety of quantifiers in a text about a London suburb.</p>
<p><b>Review</b></p>	<p><b>A</b></p>	<p>This Review Syllabus Item focuses on the grammar revised in the matching Student's Book unit. As supplementary material, it includes two games and a web project which are not strictly related to the unit in the Student's Book.</p> <p>Practising the past simple, past continuous and past perfect. Practising different verb forms. Practising negative inversion. Practising a variety of grammar points by playing a game.</p> <p>Visiting external websites and answering questions about three cities around the world.</p>
<p><b>4</b></p>	<p><b>Story</b></p>	<p>Practising fixed phrases in a text about a strange creature. Practising idiomatic expressions in two short stories.</p> <p>The grammatical/lexical focus of 'Compounds: Adjectives and verbs' and 'Compound adjectives' are not covered in the Student's Book. These resources have been included in this Syllabus Item because they provide useful practice for writing descriptive narratives. The lexical focus of 'A strange creature' and 'Big decisions' is not covered in the Student's Book. These resources have been included in this Syllabus Item because they are stories.</p> <p>Listening to an interview with a professional storyteller. Listening to a story about an urban myth.</p> <p>Identifying the purpose and feeling of speakers. Practising the use of strong forms of auxiliary verbs.</p> <p>Visiting external websites and answering questions about two well-known series of children's books. Practising compound adjectives and verbs.</p> <p>Practising compound adjectives used to describe people. Practising different ways of expressing the future in the past. Practising the use of 'would' to express future in the past.</p>

<p><b>5</b></p>	<p><b>Bargain</b></p>	<p>Practising the articles 'a', 'an', 'the' or zero article (-). Practising the use of a and an. Practising articles. Practising the definite article. Practising the indefinite article. Practising the zero article.</p> <p>Practising the differences in spelling between British and American English. Practising the natural use of phrases with prepositions in relative clauses. Practising the differences between British and American English vocabulary.</p> <p>Listening to three people trying to buy or sell something on a radio programme.</p> <p>The pronunciation focus of 'Conversations in a shop' is not covered in the Student's Book. This resource has been included in this Syllabus Item because it deals with the same theme as the Student's Book unit.</p> <p>Practising identifying formal and informal responses.</p>
<p><b>6</b></p>	<p><b>Mind</b></p>	<p>Practising stative verbs. Practising recognition of the verbs that are not normally used in the continuous forms. Practising the simple and continuous forms of the present, past and present perfect. Practising the use of 'can' and 'could' + verbs of perception. Practising the use of the participle in clauses.</p> <p>Practising listening for the vowel sounds which join words together in phrases. Practising identifying whether vowel sounds are linked together with /j/ or /w/.</p> <p>Meeting David Beckham' covers some expressions with the word 'mind'.</p> <p>Practising verbs describing ways of looking. Practising words that are often confused. Practising expressions connected with making decisions.</p> <p>Listening to a talk about dolphins and their intelligence.</p>
<p><b>Review</b></p>	<p><b>B</b></p>	<p>Practising a range of vocabulary in a game. Practising relative pronouns. Practising defining and non-defining relative clauses. Practising participle clauses. Practising the future in the past.</p> <p>This Review Syllabus Item focuses on the grammar revised in the matching Student's Book unit. As supplementary material, it includes a game which is not strictly related to the unit in the Student's Book.</p>
<p><b>7</b></p>	<p><b>Digital</b></p>	<p>Listening to a news item about the possibility that there may be life on other planets. Listening to two people being interviewed about computer games. Listening to six people talking about what they do online. Listening to a radio debate concerning the greatest inventions of the past 200 years.</p> <p>The grammatical focus of 'Science fiction?', 'Why video games are so popular' and 'Video games' is indirectly covered in the Student's Book under complex sentences. You may want to point out to students that discourse markers enable them to form complex sentences.</p> <p>Contrasting the future with 'will', the future continuous and the future perfect. Contrasting the future perfect simple and the future perfect continuous. Practising a variety of future tenses. Listening to a news story about future homes and completing sentences from the news story with future forms. Practising balancing connectors. Practising connectors of contrast. Practising the linkers 'although', 'however', 'furthermore', 'in spite of', 'because' and 'because of'. Practising complex sentences.</p>

8	Law	<p>The law' duplicates the exercise in the Student's Book, giving students a new opportunity to do the exercise successfully. The lexical focus of 'A policeman's tale' and 'Sports star in court' is not covered in the Student's Book. These resources have been included in this Syllabus Item because they deal with the same theme as the Student's Book unit. 'Time travellers in amber' covers inversion after 'so' and 'such' and other kinds of result clauses. You may want to point this out to students before they do the activity.</p> <p>Practising the formation of negative words in a newspaper article about a sports star appearing in court.</p> <p>Identifying when to drop the /t/ and /d/ sounds in connected speech.</p> <p>Practising pronoun reference in a text about stealing. Practising 'can', 'could', 'may', and 'might' to talk about possibility. Practising 'must' and 'can't' to talk about things you are certain of and to make deductions. Practising 'should' and 'ought to' to give advice and opinions. Practising a variety of modal verbs. Practising the use of inversion after 'so' and 'such'. Practising the use of 'so', 'neither' and 'nor' to agree with somebody. Practising result clauses.</p> <p>Listening to people talking about crimes. Listening to a Question and Answer session after a presentation at a Law and Order conference. Listening to three radio news items. Listening to an account of a bank robbery.</p>
9	Night	<p>Listening to three conversations about regrets adults have about their schooldays.</p> <p>Practising word order with different types of phrasal verbs. Practising separable and non-separable phrasal verbs. Practising the use of phrasal verbs. Practising phrasal verbs with two prepositions.</p> <p>Practising connectors of contrast. Practising inversion in conditional sentences. Practising the mixed conditional. Practising 'wish' and 'if only'. Practising expressing regret with 'wish', 'if only' and some conditional clauses. Practising structures used after the verbs 'wish' and 'regret'. Practising concessive clauses and adverbials.</p> <p>Practising syllable stress. Practising identifying syllable stress.</p> <p>Jack's problem' covers more connectors than the Student's Book exercise. 'Syllable stress', 'Stress' (x2) practise word stress in general. 'Phrasal verbs' cover more phrasal verbs than the Student's Book. You may want to point this out to students before they do the activities.</p>
Review	C	<p>Practising collocations by playing a game. Practising linking words. Practising modals of deduction, 'must' and 'can't', and of possibility, 'might' and 'could'. Practising a variety of discourse markers for contrasting ideas, adding similar information and drawing conclusions. Practising a variety of grammar points by playing a game.</p> <p>This Review Syllabus Item focuses on the grammar revised in the matching Student's Book unit. As supplementary material, it includes two games which are not strictly related to the unit in the Student's Book.</p>
10	Footprint	<p>Listening to a lecturer talking about ecotourism. Practising expressing cause and result.</p> <p>Practising active and passive verbs. Practising 'more' + adjective. Practising irregular comparatives. Practising the structure 'the' ... 'the'. Practising double comparatives. Practising '(not) as' ... 'as'; 'less' ... 'than'.</p>

		<p>Practising the comparatives of adverbs. Practising a variety of grammar points in a text about climate change. Practising comparative structures.</p> <p>The grammatical focus of 'Climate change', 'Ecotourism' and 'Expressing cause and result' is not covered in the Student's Book. These resources have been included in this Syllabus Item because they deal with the same theme as the Student's Book unit.</p>
<b>11</b>	<b>Words</b>	<p>Practising linking words to complete sentences in a note. Practising the present simple, the present continuous and 'will' in a text about the English language. Practising mixed prepositions in a text about learning a language. Practising the uses of pronouns. Practising the uses of impersonal pronouns. Practising the omission of object pronouns in relative clauses. Practising the use of 'one' and 'ones'. Practising the use of prepositions in relative clauses. Selecting words that have the same sound but different spelling.</p> <p>The grammatical focus of 'English: a global language' and 'Learning a language' is not covered in the Student's Book. These resources have been included in this Syllabus Item because they deal with the same theme as the Student's Book unit. The lexical/grammatical focus of 'Summer school' and 'A message from mum' is not covered in the Student's Book. These resources have been included in this Syllabus Item because they provide examples of types of correspondence. The grammatical focus of 'Pronoun contrast', 'Impersonal pronouns: you, one, it, there', 'Object pronoun omission in relative clauses', 'One/ones: use', 'Highway 101' and 'A politician's statement' are not covered in the Student's Book. These resources have been included in this Syllabus Item because they provide examples of substitution.</p> <p>Practising combinations of verbs or nouns with prepositions in an application letter for a job at a summer school. Practising pronoun reference in a text from Raymond Chandler's 'Playback'.</p> <p>Listening to different people talking about using English when travelling on business.</p>
<b>12</b>	<b>Conscience</b>	<p>The grammatical focus of 'Olympic planning' is not covered in the Student's Book. This resource has been included in this Syllabus Item because it deals with the same theme as the Student's Book unit.</p> <p>Practising unreal tenses after 'wish', 'if only', 'would rather', 'it's time' and 'hope'. Practising past tenses with various meanings. Practising discourse markers in a text about hosting the Olympic Games.</p> <p>Listening to different people commenting on travel. Identifying the main stress in pairs of sentences with changing information. Practising word stress in answers to questions. Identifying the stressed word in a conversation where the first speaker is contradicted.</p>
<b>Review</b>	<b>D</b>	<p>Visiting an external website and answering questions about a magazine.</p> <p>Practising newspaper headlines by playing a game. Practising different verb forms. Contrasting active and passive verbs.</p> <p>This Review Syllabus Item focuses on the grammar revised in the matching Student's Book unit. As supplementary material, it includes a game and a web project which are not strictly related to the unit in the Student's Book.</p> <p>Listening to an interview with an ecologist about protecting the environment.</p>

## New Inspiration 1

Unit	Module	Content
1	Nice to meet you	<p>Practising questions and answers with 'be'. Practising the articles 'a' and 'an'. Practising the determiners 'this', 'that', 'these' and 'those'. Practising possessive adjectives. Practising the verb 'to be' in the present simple. Checking your knowledge of the use of possessive adjectives. Practising making nouns plural.</p> <p>Listening to someone talking about her family and completing the family tree.</p> <p>Listening to the alphabet song and keying in the missing letters.</p> <p>Reading a text about a girl and deciding whether statements are true or false.</p> <p>Practising telling the time. Practising family relationships. Practising completing forms.</p>
2	21 <sup>st</sup> century world	<p>Practising the use of 'have' and 'has'. Checking your knowledge of affirmative, negative and interrogative forms. Checking your knowledge of imperatives. Practising imperative verbs. Practising the modal verb 'can/can't' for ability. Practising the definite article.</p> <p>Practising the demonstratives: 'this/these', 'that/those'. Practising the question words 'when', 'why', 'what', 'how' and 'where'. Practising the verbs 'be' and 'have'. Practising using 'can' for requests.</p> <p>Listening to descriptions of what four people are wearing and matching the descriptions with pictures of the people.</p> <p>Practising the consonant sound 'th'.</p> <p>Reading a text about a girl's favourite band and deciding whether statements are true or false.</p> <p>Practising spelling words for clothes. Practising words associated with clothes. Practising clothes and colours.</p> <p>Practising spelling numbers from one to a hundred. Practising words indicating time.</p>

<p><b>Self-Assessment Unit 1 and 2</b></p>		<p>Practising the demonstratives: 'this/these', 'that/those'. Practising the question words 'when', 'why', 'what', 'how' and 'where'. Practising the verbs 'be' and 'have'. Practising using 'can' for requests.</p> <p>Practising spelling numbers from one to a hundred. Practising words indicating time.</p>
<p><b>3</b></p>	<p><b>Lifestyle</b></p>	<p>Practising the present simple. Practising 'wh-' questions in the present simple. Practising adverbs of frequency: 'always', 'usually', 'sometimes', 'never'. Practising adverbs of frequency in sentences about seasons and the weather. Practising the prepositions of time 'in', 'on' and 'at'. Practising question word order.</p> <p>Listening to two people talking about the sports they like and selecting the sports they like and don't like.</p> <p>Practising consonant sounds.</p> <p>Reading a text about a famous footballer and choosing the correct words to complete a text.</p> <p>Practising words for school subjects. Practising words for leisure activities.</p>
<p><b>4</b></p>	<p><b>Sightseeing</b></p>	<p>Checking your knowledge of the present continuous interrogative. Checking your knowledge of the present continuous negative. Checking your knowledge of the present continuous affirmative. Practising the present continuous. Practising the use of 'there is', 'there are', 'there isn't' and 'there aren't'.</p> <p>Listening to a rap song about parts of the body and keying in body parts to complete the lyrics.</p> <p>Identifying interested intonation in questions.</p> <p>Reading an email from a tourist to her friend and completing the questions.</p> <p>Practising the names of buildings and places. Practising words for classroom objects. Practising words for parts of the body.</p>
<p><b>Self-Assessment Unit 3 and 4</b></p>		<p>Practising words related to daily routine. Practising the present simple of 'don't like'. Practising prepositions. Practising the present simple and present continuous. Checking your knowledge of the use of 'there is/are'.</p> <p>Testing your knowledge of the verb 'be' and subject pronouns. Listening to sentences using the present continuous and completing sentences.</p> <p>Helping Dr Freakstein build his 'creature' by bringing him the body parts he asks for.</p> <p>Practising using 'play' or 'go' with activities.</p>

<p><b>5</b></p>	<p><b>People and places</b></p>	<p>Practising the present simple and continuous. Practising using the possessive 's'. Practising comparative adjectives. Practising possessive pronouns. Checking your knowledge of possessive pronouns.</p> <p>Listening to people talking about their jobs and choosing the correct descriptions for each speaker. Listening to a conversation about a person's activities during different seasons. Listening to Jane talking to a friend about free time and keying in comparative adjectives to complete the conversation.</p> <p>Identifying the schwa sound in single words.</p> <p>Reading an email from a woman living in Sydney and deciding whether statements are true or false.</p> <p>Practising words for different types of weather.</p>
<p><b>6</b></p>	<p><b>Looking back</b></p>	<p>Checking your knowledge of the interrogative form of the past simple regular. Practising the past simple. Checking your knowledge of the negative form of the past simple regular. Checking your knowledge of the affirmative form of the past simple regular. Checking your knowledge of the use of the past simple regular. Practising the past simple. Practising making questions and giving short answers with 'was' and 'were'.</p> <p>Listening to two people talking about their hobbies and keying in the missing verbs to complete the stories.</p> <p>Contrasting the different endings for regular verbs in the past simple.</p> <p>Practising recognizing feelings.</p>
<p><b>Self-Assessment Unit 5 and 5</b></p>		<p>Practising the present simple and present continuous. Practising questions in the past simple.</p> <p>Testing your knowledge of question words and the present simple. Listening to a mysterious story and putting the story in the correct order.</p> <p>Practising words for different types of job. Practising words to describe weather.</p>
<p><b>7</b></p>	<p><b>Taking action</b></p>	<p>Practising verbs followed by the '-ing' form. Checking your knowledge of superlatives formed by adding 'the most' before the adjective. Checking your knowledge of superlatives formed by adding '-est' to the adjective. Checking your knowledge of how to form the affirmative full and short forms of the future with 'going to'.</p> <p>Listening to three conversations about different kinds of plans and completing sentences with 'going to'. Listening to people talking about sport and putting the sports into the order you hear them.</p> <p>Practising the pronunciation of long and short /i/. Practising syllable stress in adjectives.</p> <p>Practising adjectives for describing animals. Practising types of hobbies.</p>

<p style="text-align: center;"><b>8</b></p>	<p style="text-align: center;"><b>Home from home</b></p>	<p>Practising 'some' and 'any'. Practising 'a', 'some' and 'any'. Practising making and accepting offers. Contrasting the use of 'a', 'some' and 'any'. Practising the affirmative, negative, interrogative and short answer forms of the verb 'have got'. Practising question tags with 'to be'.</p> <p>Listening to three short dialogues and matching the food to the correct person.</p> <p>Practising the different vowel sounds of the letter 'a'.</p> <p>Reading a thank-you letter and clicking on the correct answer to each question.</p> <p>Practising words related to eating and drinking. Practising words about food.</p>
<p style="text-align: center;"><b>Self-Assessment Units 7 and 8</b></p>		<p>Practising 'be' followed by 'going to'. Practising the '-ing' verb form to talk about hobbies. Practising countable and uncountable nouns. Practising the use of 'a', 'some' and 'any'.</p> <p>Testing your knowledge of general language areas appropriate for your level. Listening to two men making a shopping list and deciding whether a series of statements is true or false.</p> <p>Helping Professor Keen to collect all the pieces of a circuit board and save the English language from being erased by an anti-virus.</p> <p>Practising words related to spare time.</p>



Unit	Module	Content
1	<b>Making friends</b>	<p>Listening to descriptions of what four people are wearing and matching the descriptions with pictures of the people.</p> <p>Practising the present simple of the verb 'be'. Checking your knowledge of spelling rules for the present simple. Practising the present simple. Checking your knowledge of spelling rules for the present continuous. Practising the present continuous to talk about what you are doing now. Practising the use of object and subject pronouns and possessive pronouns and adjectives.</p> <p>Practising the consonants /s/, /z/ and /iz/. The Reading and Writing Part 2 exercise focuses on vocabulary by selecting the correct word to complete sentences. The Reading and Writing Part 3 exercise focuses on functional language by choosing the correct response to complete short conversations.</p> <p>Practising clothes and colours. Practising spelling words for clothes. Practising words associated with jobs.</p> <p>Reading an article about Facebook, and then deciding if the sentences are true or false.</p>
2	<b>Festivals</b>	<p>Listening to someone talking about places in a town and choosing True or False to show where the places and people are. Practising the names of buildings and places. Practising words you need to talk about music.</p> <p>The Reading and Writing Part 1 exercise focuses on identifying where you can find five notices. The Listening Part 2 exercise focuses on an informal, longer conversation by listening to two friends talking about events in an arts festival and selecting the correct event for each day.</p> <p>Checking your knowledge of irregular superlatives. Practising the modal verb 'should'. Practising prepositions of place.</p> <p>Reading about the Brussels Flower Carpet Festival and selecting the correct answers to multiple-choice questions. Practising consonant sounds.</p>
<b>Self-assessment</b>	<b>Units 1 &amp; 2</b>	<p>Practising words associated with music. Practising words to do with places. Matching the names of jobs and workplaces.</p> <p>Practising the possessive 's. Practising the modal verbs 'should' and 'shouldn't'.</p> <p>Testing your knowledge of the past simple and the quantifiers some, any, much and many; identifying names of buildings and places.</p>

<p><b>3</b></p>	<p><b>Past times</b></p>	<p>Contrasting the different endings for regular verbs in the past simple.</p> <p>The Reading and Writing Part 5 exercise focuses mainly on grammar by selecting the correct word to complete a short description of the city of Kyoto in Japan. The Reading and Writing Part 5 exercise focuses mainly on grammar by choosing the correct words to complete a text short biography of Pete Sampras.</p> <p>Listening to two people talking about their hobbies and keying in the missing words to complete the stories. Practising forms of transport. Practising the past simple. Practising the past simple by keying in the correct past forms of the verbs. Practising past simple regular forms. Practising the past continuous. Practising the past continuous by selecting the correct verb to complete a text. Checking your knowledge of the use of the past continuous. Practising analysing a text by reading a description of a fishing trip and dragging each event and dropping it into the correct order.</p>
<p><b>4</b></p>	<p><b>Performance</b></p>	<p>Contrasting the two sounds /l/ and /i:/.</p> <p>Practising dialogue and recognising conversational cues by reading a conversation about a trip to the theatre and putting sentences in order.</p> <p>Practising the future tense using 'going to'. Checking your knowledge of when to use the future with 'will/won't'. Practising 'will' and 'won't'. Practising the future with 'will' and 'won't'. Checking your knowledge of adverbs of manner. Practising the future with 'going to' by listening to three conversations about different kinds of plans.</p> <p>Listening to an interview about a family going to live on a desert island and selecting the correct answer to sentences. Practising forming adverbs from adjectives. Practising names of types of TV programmes.</p>
<p><b>Self-assessment</b></p>	<p><b>Units 3 &amp; 4</b></p>	<p>Testing your knowledge of adjectives versus adverbs and word order; listening to some children talking about what they eat. Contrasting the past simple and the past continuous. Practising the future tenses.</p> <p>Helping Agent 700 reach his partner's raft and escape from his enemies by choosing the correct past form of irregular verbs.</p>
<p><b>5</b></p>	<p><b>Out and about</b></p>	<p>The Reading and Writing Part 3 exercise focuses on everyday language by choosing the correct sentence to complete short conversations. The Listening Part 1 exercise focuses on factual information. You listen to five short conversations and choose the correct picture to answer questions about each conversation. Listening to two people ordering food and choosing the guest who orders each item. Practising consonant sounds.</p> <p>Practising words and phrases used in restaurants. Practising words for and about food. Practising giving directions in a town. Practising the present continuous for future use. Checking your knowledge of object pronouns. Practising object pronouns and sentence structure. Practising countable and uncountable nouns. Practising 'much' and 'many'.</p>

<p><b>6</b></p>	<p><b>Experience</b></p>	<p>The Reading and Writing Part 1 exercise focuses on signs by identifying the correct meaning for five notices. The Listening Part 5 exercise focuses on extracting specific information and writing it down by listening to a recorded message about a trip to London.</p> <p>Checking your knowledge of the present perfect. Practising present perfect questions. Practising the present perfect with 'just'. Checking your knowledge of indefinite pronouns. Practising 'a lot of', 'a little', 'a few', 'too many', 'too much' and 'enough'.</p> <p>Practising words you need to talk about buildings.</p> <p>Listening to a woman talking about her life in another country.</p>
<p><b>Self-assessment</b></p>	<p><b>Units 5 &amp; 6</b></p>	<p>Testing your knowledge of prepositions: 'at', 'in', 'on' and indefinite pronouns, some + thing/one, any + thing/one.</p> <p>Helping the police to catch two dangerous robbers by following directions.</p> <p>Checking your knowledge of the use of indefinite pronouns. Practising the present perfect and adverbs of frequency.</p>
<p><b>7</b></p>	<p><b>Wonderful</b></p>	<p>Listening to someone talking about his trip to South America.</p> <p>Checking your knowledge of using 'mustn't' and 'don't have to' to talk about obligation and necessity. Practising the modal verbs 'mustn't' and 'don't have to'. Checking your knowledge of adjectives ending in '-ed' and '-ing' and adjectives ending in '-ed' followed by a preposition. Checking your knowledge of adjectives ending in '-ed' and '-ing'. Practising compound nouns.</p> <p>Practising the correct pronunciation of 'th'.</p> <p>Practising the names of animals.</p> <p>The Listening Part 5 exercise focuses on extracting specific information and writing it down by listening to a recorded message about a science park. The Reading and Writing Part 4 exercise focuses on reading for detailed understanding by deciding whether statements are right or wrong or whether the article doesn't mention the information.</p>
<p><b>8</b></p>	<p><b>Moving images</b></p>	<p>Listening to a girl talking about an experiment her family had with a TV and deciding whether the sentences are true or false.</p> <p>Practising reading and analysing a text by reading a text about a boy's birthday and choosing the correct answer for each question.</p> <p>Practising identifying the schwa sound in single words.</p> <p>Practising names for different types of TV shows.</p> <p>This Reading and Writing Part 7 exercise focuses on grammar and vocabulary by keying in the missing words to complete two letters. This Listening Part 3 exercise focuses on understanding specific information by listening to two friends talking about an Internet cafe and choosing the correct answer to five questions.</p> <p>Practising infinitives of purpose. Checking your knowledge of question tags. Practising question tags with 'to be'. Practising using different tenses. Checking your knowledge of the use of the zero conditional. Practising the first conditional.</p>

<b>Self-assessment</b>	<b>Work out meaning</b>	<p>Checking your knowledge of 'must' and 'have to'. Practising the zero conditional. Practising question tags.</p> <p>Matching words and drawings related to domestic animals, wild animals, extreme weather and jobs.</p> <p>Testing general language areas and listening to a radio programme about keeping pets.</p>
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## New Inspiration 3



Unit	Module	Content
<b>1</b>	<b>Turning points</b>	<p>Listening to a teenager asking for permission to go out. Listening to an interview about life in the 1920s.</p> <p>Contrasting the present simple and present continuous. Practising the present continuous. Checking your knowledge of past simple and past continuous use. Contrasting the past simple and past continuous. Contrasting the past simple with the past continuous. Checking your knowledge of adverbs of frequency.</p> <p>Practising skimming and scanning a text by matching the correct school holiday activities with the correct people.</p> <p>Practising words related to spare time.</p> <p>Practising consonant sounds.</p> <p>Watching a video of a fashion show, choosing the correct words to complete descriptions, then choosing the correct words to complete sentences. Practising words related to spare time by reading a text and identifying the activity it describes, then selecting the correct word to complete sentences.</p> <p>Testing vocabulary and grammar by selecting the correct words to complete a text about personal space.</p>
<b>2</b>	<b>Arts</b>	<p>Listening to friends talking about going to the cinema. Listening to a radio interview with a film star.</p> <p>Playing a game in which the diving cat has to collect the treasure from the sunken galleon by selecting words and phrases to do with art and entertainment.</p> <p>Practising phrasal verbs with 'up'. Practising words you need to talk about music.</p> <p>Practising skimming and scanning by matching the correct books with the correct people.</p> <p>Practising syllable stress.</p> <p>Practising grammatical structures by completing sentences so they have the same meaning as a prompt sentence. Practising identifying specific information by listening to a boy and a girl talking about some films and deciding whether statements are correct or incorrect.</p>

		<p>Checking your knowledge of the use of gerunds and infinitives. Checking your knowledge of the difference between the infinitive and '-ing' forms. Checking your knowledge of the structure verb + object + infinitive. Checking your knowledge of '-ing' forms after prepositions. Checking your knowledge of the use of 'so', 'neither' and 'nor' to agree with somebody. Checking your knowledge of the present simple passive form.</p>
<b>Self-assessment</b>	<b>Units 1 &amp; 2</b>	<p>Practising words you need to talk about music. Practising the past simple and past continuous. Practising the present and past simple.</p> <p>Watching an elderly man talking about his childhood and completing sentences. Watching a woman talking about her relationship with her husband, deciding whether statements are true or false and then matching sentence halves.</p>
<b>3</b>	<b>Opinions</b>	<p>Practising identifying silent consonants. Testing your knowledge of general language areas appropriate to this level. Listening to someone talking about dinosaurs and completing a text. Practising understanding specific information and detailed meaning by listening to a radio programme and choosing the correct answers to questions. Listening to teenagers talking about a celebrity they met.</p> <p>Helping the manager find out what his employees were doing by matching actions and their descriptions in the past continuous. Practising phrasal verbs with 'down'. Practising understanding signs, notices, notes and other short texts by choosing the correct meaning for each item. Practising understanding global meaning by choosing the correct answer to multiple-choice questions on a text about an unusual child.</p> <p>Checking your knowledge of 'must' and 'have to'. Practising modals of deduction, 'must' and 'can't', and of possibility, 'might' and 'could'. Contrasting the use of 'have to', 'don't have to' for obligation, and 'should', 'shouldn't' for advice. Practising the modal verb 'must', 'can't' and 'needn't'. Practising the modal verbs 'mustn't', 'don't have to', 'don't need to' and 'needn't'. Practising 'must' and 'mustn't'.</p> <p>Watching a video about astronomy, putting things in order of size and then matching words with their definitions.</p>
<b>4</b>	<b>Mind over</b>	<p>Practising focusing on the language in notices or short messages by choosing the correct meaning for each notice or message. Practising phrasal verbs with 'take'. Practising listening for detail by completing some notes with information from a radio announcement. Practising grammatical structures by completing sentences so that they have the same meaning as a prompt sentence.</p> <p>Practising the future with 'wh-' questions. Practising 'will' and 'going to'. Practising the future with 'will' and 'won't'. Checking your knowledge of the first conditional. Practising the use of the zero and first conditional. Checking your knowledge of using 'can' + verbs of perception. Practising the first conditional.</p> <p>Listening to a conversation about seeing a ghost. Listening to two English teachers talking about learning English in the future. Testing your knowledge of tenses and quantifiers. Listening to a young woman talking about an illness she has that affects her memory and deciding whether statements are true or false. Helping Friday to escape the cursed temple by choosing the correct keys. Contrasting vowel sounds.</p>

<p><b>Self-assessment</b></p>	<p><b>Units 3 &amp; 4</b></p>	<p>Practising 'will' and 'going to'. Practising the modal verb 'should'.</p> <p>Watching a video in which a woman talks about her new life, deciding whether statements are true or false, then choosing the correct words to complete sentences.</p>
<p><b>5</b></p>	<p><b>Challenges</b></p>	<p>Listening to a conversation about windsurfing. Listening to an interview about a family going to live on a desert island.</p> <p>Practising languages and countries by predicting the answers to questions about a video and then selecting the correct language spoken in each country. Watching a video of a man talking about his job as a personal trainer, putting the sentences in the order they appear in the video and then choosing the correct words to complete sentences.</p> <p>Practising names of sports.</p> <p>Checking your knowledge of the uses of 'just'. Practising the prepositions of time 'for' and 'since' and the adverb of time 'ago'. Practising the present perfect with 'for' and 'since'. Practising 'does', 'plays' and 'goes'.</p> <p>Practising reading for specific information and deciding if statements about a text on the sport of BASE jumping are true or false.</p> <p>Testing your knowledge of general language areas appropriate to this level. Listening to the story of the first man to ski down Everest and completing a text.</p> <p>Practising listening for detail by completing some notes about a man's holiday in Australia.</p> <p>Practising vowel sounds.</p>
<p><b>6</b></p>	<p><b>That's clever</b></p>	<p>Practising understanding the language in signs or notices by choosing the correct meaning for each sign.</p> <p>Practising names of pieces of electrical household equipment and their definitions. Practising words for shapes and materials. Practising words relating to environmental issues.</p> <p>Practising words to do with recycling by predicting the content of a video and then choosing the correct material for each group of objects for recycling.</p> <p>Practising listening for factual information by selecting the correct picture letter for each question.</p> <p>Listening to four people talking about some new products. Listening to three interviews with teenagers.</p> <p>Checking your knowledge of the use of the past simple and the past perfect. Practising the past simple and the past perfect. Practising 'used to' and the past simple. Practising the past passive voice. Checking your knowledge of nouns and noun phrases with 'make' and 'do'.</p> <p>Helping Molly get out of the dumping hole by identifying words that don't belong to lexical sets related to parts of a house, parts of a town, show business and sport.</p> <p>Testing your knowledge of general language areas appropriate to this level. Listening to a woman describing when she was shipwrecked and deciding whether a series of statements is true or false.</p>

<b>Self-assessment</b>	<b>Units 5 &amp; 6</b>	<p>Watching a narrator talking about Dubai, clicking on the words you hear, then dragging the correct words into the gaps to complete what the man says.</p> <p>Listening to people talking about life now and in the past. Practising 'used to' for past habits and states. Practising collocations.</p>
<b>7</b>	<b>Communication</b>	<p>Watching a woman arranging to hire a bike from a shop, answering questions to check your understanding of the situation, then focusing on sentence stress.</p> <p>Practising listening for detail by listening to amazing stories about animals and choosing the correct answers to multiple-choice questions. Identifying when to drop sounds in connected speech.</p> <p>Practising reading for specific information and detailed comprehension by matching people with the correct television programmes.</p> <p>Testing your knowledge of tenses and the use of 'say', 'ask' and 'tell'. Listening to three people talking about how they became rich and completing a text.</p> <p>Practising common compound nouns. Practising linking words. Checking your knowledge of reported requests. Checking your knowledge of the verbs 'say' and 'tell'. Practising reported speech.</p> <p>Practising the use of reported speech. Practising reported statements. Listening to a group of people sailing to the site of a shipwreck.</p>
<b>8</b>	<b>Natural world</b>	<p>Practising words for different types of health problems.</p> <p>Testing your knowledge of general language areas appropriate to this level. Listening to a review of two bikes and putting information in the correct order.</p> <p>Checking your knowledge of the second conditional. Practising question tags. Checking your knowledge of using 'should' and 'ought to' to give advice and opinions. Practising the modal verbs 'should' and 'shouldn't'.</p> <p>Watching a video of a man and a woman having a conversation about zoos, inserting the missing expressions for giving opinions to complete a conversation and then matching phrases or sentences with the same meaning.</p> <p>Practising understanding vocabulary and grammar by choosing the correct words to complete a text about baby gorillas. Practising understanding vocabulary and grammar by choosing the correct words to complete a text about sharks. Practising different consonant sounds.</p> <p>Listening to a recording about tropical rainforests in Belize. Listening to an interview with a woman talking about her travel plans before going to university. Listening to a conversation about Sir Raulph Fiennes, the explorer.</p> <p>Helping 4P-2 climb up the crater and destroy the slimy monster by selecting words related to the weather and pollution.</p>

		Practising understanding and interpreting information by listening to a tour guide talking about the city of Cardiff and keying the missing information in a set of notes.
<b>Self-assessment</b>	<b>Units 7 &amp; 8</b>	<p>Watching a man talking about what he and his wife do for a living, selecting the correct answers to complete a text about the video and then choosing the correct words to complete sentences.</p> <p>Practising reported speech. Practising question tags.</p> <p>Practising collocations.</p>

## New Inspiration 4



Unit	Module	Content
<b>1</b>	<b>Body and mind</b>	<p>Practising focusing on factual information by selecting the correct picture letter for each question. Practising grammatical structures by completing sentences so that they have the same meaning as a prompt sentence.</p> <p>Testing your knowledge of tenses and quantifiers. Listening to an interview with an actor and deciding if statements are true or false. Listening to a conversation about healthy food in our supermarkets.</p> <p>Practising words to describe food and cooking. Checking your knowledge of stative verbs. Checking your knowledge of the use of the gerund. Checking your knowledge of the use of the participle in clauses. Checking your knowledge of '-ing' forms to indicate purpose. Practising verbs followed by an '-ing' form or infinitive with a change in meaning. Practising using 'before' and 'after' followed by the '-ing' form.</p> <p>Learning how to prepare a meal by selecting the ingredients you hear, then matching verbs related to cooking with their definitions. Watching a nutritionist talking about food, selecting the food he suggests eating more of and matching sentence halves describing food.</p> <p>Practising the weak and strong forms of 'was', 'were', 'can' and 'are'. Practising understanding several texts and matching the meaning to specific information.</p>
<b>2</b>	<b>Creativity</b>	<p>Watching a woman talking about her reading habits, deciding whether statements are true or false and then choosing the correct words to complete sentences.</p> <p>Testing your knowledge of general language areas appropriate to this level. Listening to a radio report about the making of 'Titanic'. Practising skimming and scanning by matching the correct books with the correct people.</p>

		<p>Practising using suffixes to make nouns from verbs.          Checking your knowledge of when to use the present perfect continuous.          Checking your knowledge of the use of the present perfect simple and continuous. Checking your knowledge of the use of the past perfect and past perfect continuous.</p> <p>Checking your knowledge of when to use the past perfect continuous.          Practising the present perfect. Practising the present perfect continuous.          Contrasting the present perfect simple and the present perfect continuous. Practising the past simple and present perfect simple and continuous.</p> <p>Practising listening for detail by listening to stories about animals and choosing the correct answers to multiple-choice questions. Checking your knowledge of the structure verb + object + infinitive. Checking your knowledge of '-ing' forms after prepositions. Checking your knowledge of the use of 'so', 'neither' and 'nor' to agree with somebody. Checking your knowledge of the present simple passive form.</p>
<b>Self-assessment</b>	<b>Units 1 &amp; 2</b>	<p>Watching a film and forming the verb that represents the action in each frame.          Watching a video about a delicatessen, matching adjectives with nouns from the video and typing the correct adjective into a list of definitions.          Watching a video about Johnny Depp, deciding whether statements are true or false and then completing what the man says.</p> <p>Practising adjectives and nouns to do with food.          Practising verbs followed by the gerund or the infinitive. Checking your knowledge of when to use the past perfect. Practising the present simple, present continuous and present perfect.</p>
<b>3</b>	<b>Science and discovery</b>	<p>Practising various future tenses. Checking your knowledge of the uses of 'so', 'such', 'too', 'enough' and 'quite'. Checking your knowledge of the superlatives of adverbs. Checking your knowledge of the comparatives of adverbs. Checking your knowledge of the order of two or more adjectives used together. Checking your knowledge of connectors of reason and result.          Listening to a pilot reporting a sighting of a possible UFO.</p> <p>Focusing on the language in notices or short messages and choosing the correct meaning for each sign or message.</p> <p>Practising grammatical structures by completing sentences so that they have the same meaning. Practising identifying key information in short recordings by listening to five short recordings and identifying the correct picture.</p> <p>Testing your knowledge of present and future tenses and order of adjectives. Listening to a news programme about the environment and choosing whether statements are true or false.</p> <p>Practising words you need to talk about information technology.          Practising phrasal verbs with 'down'. Practising words related to technology and clothes. Choosing the correct vocabulary to complete a text about the scientific exploration of Mars.</p>

<p><b>4</b></p>	<p><b>Getting it right</b></p>	<p>Testing your knowledge of present and future tenses and order of adjectives. Listening to a student talking about her future plans as an athlete and choosing whether statements are true or false. Listening to different people talking about travel. Listening to someone speaking in favour of cars. Checking your knowledge of the future perfect. Practising a variety of future tenses. Practising the use of 'if', 'unless' and 'when'. Practising 'wish' and 'if only'. Checking your knowledge of the use of the prepositions of time 'before', 'after', 'till/until' and 'since'. Checking your knowledge of the connectors of time. Practising conditional sentences with 'if' and 'unless'. Practising connectors.</p> <p>Practising political vocabulary. Practising words relating to environmental issues.</p> <p>Practising reading for specific information by deciding whether sentences about a text on a museum are true or false. Practising grammatical structures by completing sentences so that they have the same meaning as a prompt sentence. Focusing on factual information by selecting the correct picture letter for each question.</p>
<p><b>Self-assessment</b></p>	<p><b>Units 3 &amp; 4</b></p>	<p>Placing in order all the phrases to do with travelling by aeroplane and helping Professor Keen build his machine for making great chips.</p> <p>Practising a variety of future tenses.</p> <p>Practising words for journeys. Practising linking words to connect ideas.</p>
<p><b>5</b></p>	<p><b>Extraordinary people</b></p>	<p>Practising reading for detailed comprehension and understanding the writer's opinions by choosing the correct answer to multiple-choice questions on a text about a historical novelist. Practising word formation.</p> <p>Practising word stress. Practising understanding specific information by listening to a professional cook talking on the radio about her career and choosing the correct answer for each question. Practising listening for detail by listening to a woman talking on the radio about her job and choosing the correct answer to multiple-choice questions.</p> <p>Listening to the description of the Nazca Lines in Peru. Listening to a lecture about former British Prime Minister Winston Churchill.</p> <p>Checking your knowledge of the third conditional. Practising expressing regret with 'wish', 'if only' and some conditional clauses. Checking your knowledge of using 'mustn't' and 'don't have to' to talk about obligation and necessity. Checking your knowledge of using forms of 'must', 'need' and 'have to' to talk about obligation and necessity. Checking your knowledge of using 'must' and 'can't' to talk about things you are certain of and to make deductions.</p> <p>Checking your knowledge of connectors of contrast. Practising the second and third conditional. Testing your knowledge of time expressions and conditionals. Listening to a description of a famous fashion designer and deciding if statements are true or false.</p>

<p><b>6</b></p>	<p><b>On the move</b></p>	<p>Identifying the correct stress pattern for multi-syllable noun and verb forms. Listening to different people commenting on travel. Listening to five people talking about their experiences in different restaurants.</p> <p>Testing your knowledge of verb tenses and prepositions. Listening to people talking about holidays and deciding if they enjoyed their holiday or not.</p> <p>Practising writing an email to a friend by reading a sample question and keying in the correct words to complete the email. Practising scanning for specific information by deciding if statements about a text are true or false. Practising reading for detailed comprehension and understanding the writer's opinions by choosing the correct answer to multiple-choice questions on a text about a television programme.</p> <p>Practising phrases you might need while shopping. Practising expressions that are useful when shopping.</p> <p>Checking your knowledge of 'Wh-' reported questions. Checking your knowledge of 'yes/no' reported questions. Checking your knowledge of reporting verbs. Practising reported questions. Practising reporting verbs. Checking your knowledge of the way in which we use 'have something done'.</p>
<p><b>Self-assessment</b></p>	<p><b>Units 5 &amp; 6</b></p>	<p>Watching two travellers checking in at the airport, focusing on general understanding of the situation, studying the formal and informal language used.</p> <p>Practising the modal verbs 'must', 'can' and 'needn't'. Checking your knowledge of how to use reporting verbs. Practising reported speech and questions.</p> <p>Identifying words that collocate in sentences related to travelling and getting through the haunted graveyard to reach the castle.</p>
<p><b>7</b></p>	<p><b>Getting the message across</b></p>	<p>Checking your knowledge of the passive infinitive. Practising present and past passives. Practising all form as of the passive. Checking your knowledge of the difference between defining and non-defining relative clauses. Practising relative pronouns 'which', 'whose', 'who' and 'that'. Practising defining and non-defining relative clauses.</p> <p>Testing your knowledge of general language areas appropriate to this level. Listening to four people talking about their jobs and completing notes. Practising understanding specific information by listening to a man and a woman talking about the woman's teenage children and deciding whether statements are correct or incorrect.</p> <p>Practising the use of collocations related to telephone language.</p> <p>Practising the language in signs or notices and choosing the correct meaning for each sign. Listening to a man talking about his current and previous jobs. Listening to a TV interview about language and culture.</p> <p>Practising syllable stress.</p> <p>Listening to a news story, completing a text about the video and choosing the correct words to complete sentences.</p>

<p><b>8</b></p>	<p><b>Making the grade</b></p>	<p>Testing your knowledge of general language areas appropriate to this level. Listening to someone giving information and completing a personal file. Listening to a conversation between two friends.</p> <p>Listening to three conversations about regrets adults have about their schooldays. Listening to a conversation about study courses.</p> <p>Practising phrasal verbs with 'up'. Practising listening for detail by listening to a tour guide talking about a cottage where a famous poet once lived and completing some notes.</p> <p>Practising consonant sounds. Focusing on the language in notices or short messages by choosing the correct meaning for each notice or short message.</p> <p>Checking your knowledge of how to use 'could' to talk about ability in the past. Checking your knowledge of talking about ability in the past.</p> <p>Checking your knowledge of passive modals. Checking your knowledge of using 'can', 'may' or 'be allowed to' to ask for and give permission. Practising a variety of modal verbs and the structures that follow them.</p>
<p><b>Self-assessment</b></p>	<p><b>Units 7 &amp; 8</b></p>	<p>Practising identifying the passive and active voice. Practising the passive. Practising the passive and causatives.</p> <p>Practising word formation.</p> <p>Helping Robin steal money for the poor by matching verbs and prepositions to form phrasal verbs.</p>

## Open Mind Beginner

Unit	Module	Content
1	High five	<p>Checking your knowledge of how to use the negative form of the verb 'be'. Checking your knowledge of how to use the affirmative form of the present tense of the verb 'be'. Checking your knowledge of possessive adjectives. Checking your knowledge of the use of possessive adjectives.</p> <p>Practising the alphabet. Practising numbers from 1 - 10.</p> <p>Listening to four different sets of numbers and letters.</p> <p>I can give basic personal information. I can use 'be' in statements and negative sentences. I can spell words and understand spelling. I can use and understand numbers from 1 to 10. I can say and understand the letters of the alphabet. I can use possessive adjectives. I can greet people and introduce myself.</p> <p>Practising contractions. Practising possessive adjectives. Practising the verb 'to be' and subject pronouns.</p>
2	A world of things	<p>I can use 'be' in questions. I can say where things are in a room. I can make and understand a description of a room. I can use and understand numbers up to 101. I can talk about prices.</p> <p>Practising numbers from 11 to 101.</p> <p>Practising the use of 'there is'. Practising the use of 'there are'. Practising the use of 'there is/there are'. Practising making nouns plural.</p> <p>Checking your knowledge of the zero article. Checking answers with the verb 'be'. Checking your knowledge of the prepositions of place 'at', 'in', 'on' and 'under'. Checking your knowledge of the indefinite article. Checking your knowledge of 'there is/are'. Checking your knowledge of the affirmative form of 'there is' and 'there are'.</p> <p>Looking at number clues and keying in the correct number word.</p>

<p><b>3</b></p>	<p><b>International relations</b></p>	<p>Practising reading the sentences about different countries and choose the correct nationality. Practising the use of nationality nouns and adjectives. Practising understanding and filling in forms. Practising completing forms. Practising words for family relationships. Choosing words to complete sentences about relationships. Practising words for nationalities by reading sentences about different countries and choosing the correct nationality.</p> <p>Practising the possessive 's. Practising question words. Practising questions and answers with 'be'. Practising word order in personal questions. Practising question words. Practising reading a text about a girl and deciding if sentences are true or false. Practising possessive adjectives.</p> <p>Identifying the main syllable stress in countries and nationalities.</p> <p>I can ask information questions with 'be'. I can speak about people's nationalities. I can use and understand the possessive with 's. I can understand and speak about family relationships.</p> <p>Listening to someone talking about her family.</p>
<p><b>4</b></p>	<p><b>Yes, we can</b></p>	<p>Practising definite and indefinite articles. Practising 'can' for ability by rearranging sentences to make correct questions and short answers. Practising 'can' for ability by reading sentences and choosing the correct form of 'can' to complete them. Practising the modal verb 'can/can't' for ability by matching phrases with the correct picture.</p> <p>Identifying the words 'can' and 'can't' in simple sentences and questions.</p> <p>Listening to telephone messages. Listening and dragging the correct part of the body and dropping it in the correct sentence.</p> <p>Practising the days of the week by dragging days to the correct sentences. Practising words for parts of the body. Practising reading sentences about the months of the year and choosing the correct month to complete the sentences.</p> <p>Checking your knowledge of affirmative, negative and interrogative forms of 'can'. Checking your knowledge of the definite article.</p> <p>I can use the definite article. I can speak about ability to do things. I can speak and understand conversations about what people can do. I can speak about parts of the body and days of the week.</p>

<p><b>5</b></p>	<p><b>On the job</b></p>	<p>Practising verb endings in the present simple.</p> <p>I can understand and use the present simple in affirmative statements and Yes/No questions. I can understand and speak about jobs. I can understand and tell the time. I can talk about places in a town.</p> <p>Practising telling the time. Practising different ways of writing the time. Keying in the correct word to complete a table showing verbs and related jobs. Reading descriptions of jobs and deciding which job each person does.</p> <p>Checking your knowledge of how to form the affirmative form of the simple present. Checking your knowledge of how to form the negative form of the simple present. Checking your knowledge of how to form the interrogative form of the simple present. Checking your knowledge of the use of the simple present.</p> <p>Listening and choosing the right job. Listening to six people talking about what jobs they do. Listening to four radio excerpts and clicking on the correct time of day for each excerpt, then selecting 'a.m.' or 'p.m.' for each time.</p> <p>Practising the simple present. Practising the third person singular form of the simple present. Practising making simple present questions in the third person singular. Practising telling the time. Practising listening to experts from four radio broadcasts, clicking on the correct time of day for each broadcast, then selecting 'a.m.' or 'p.m.' for each time.</p>
<p><b>6</b></p>	<p><b>An apple a day</b></p>	<p>Listening to five people talking about their morning activities and clicking on the correct picture letter for each question. Listening to three short dialogs and matching the food to the correct person. Listening to five short dialogs and matching them to the correct person. Listening to a professional hockey player talking about the food she eats. Listening to a woman talking about her eating habits. Watching three friends discussing some cultural differences between Brazil and the UK.</p> <p>Choosing the correct form of the simple present to complete sentences. Practising the third person singular and plural of verbs in the present simple. Practising the present simple form of the verb 'to be'. Practising present simple questions and answers with the pronouns 'I', 'you', 'we' and 'they'. Practising the affirmative and negative forms of the simple present. Practising 'wh-' questions in the present simple. Reading about someone's daily routine and putting events next to the time they happen. Practising the simple present for routines. Contrasting 'Do you' and 'Are you' for present simple questions.</p> <p>Practising words for colours. Practising words about food. Watching a woman talking about her eating habits and clicking on the words you hear.</p> <p>Checking your knowledge of adverbs of frequency.</p> <p>I can ask and understand information questions in the present simple. I can speak about food. I can say what colour things are. I can use frequency adverbs. I can speak about daily routines.</p>



Unit	Module	Content
1	Nice to meet you	<p>Practising numbers from 1 to 10. Practising the alphabet.</p> <p>I can give basic personal information. I can use 'be' in statements and questions. I can use and understand information questions with 'be'. I can use and understand ordinal numbers. I can say and understand the letters of the alphabet. I can listen for simple specific information. I can complete simple forms and request assistance.</p> <p>Practising completing forms. Practising ordinal numbers.</p> <p>Checking your knowledge of the present simple interrogative form of 'be'. Checking your knowledge of the use of 'be' in the present simple. Checking your knowledge of the present simple affirmative form of 'be'. Checking your knowledge of the present simple negative form of 'be'.</p> <p>Listening to four different sets of numbers and letters. Listening to a conversation about mobile phone numbers. Listening to a conversation between two students about their classmates.</p>
2	What do you do?	<p>Practising using the possessive 's'. Practising possessive adjectives. Practising definite and indefinite articles and the zero article. Practising the use of articles.</p> <p>I can talk about family members and their occupations. I can use indefinite and zero articles. I can use and understand possessive pronouns. I can talk about family members and occupations. I can anticipate and listen for specific information. I can correctly stress occupations.</p> <p>Practising family relationships. Watching a video and choosing the correct answers to complete a text about the video. Then choosing names of family members to complete sentences. Practising words for family relationships. Practising words describing people's jobs. Practising words associated with jobs.</p> <p>Practising word stress.</p> <p>Checking your knowledge of the possessive case. Checking your knowledge of possessive pronouns. Checking your knowledge of the use of articles with the possessive case.</p> <p>Listening to six people talking about what jobs they do.</p>

<p><b>3</b></p>	<p><b>Down time</b></p>	<p>Listening to two people speaking about their hobbies. Listening to someone being interviewed about their life.</p> <p>Checking your knowledge of the affirmative form of the present simple. Checking your knowledge of the use of the present simple. Checking your knowledge of the negative form of the present simple. Checking your knowledge of the interrogative form of the present simple.</p> <p>Practising useful language to talk about hobbies. Practising matching pictures with sentences about likes and dislikes.</p> <p>I can use and understand statements and questions in the simple present. I can use and understand information questions in the simple present. I can describe myself and my interests. I can talk about free-time activities. I can talk about personality.</p> <p>Practising the present simple. Practising the affirmative and negative forms of the present simple. Expressing likes and dislikes. Practising consonant sounds.</p>
<p><b>4</b></p>	<p><b>Day in, day out</b></p>	<p>I can talk about personal routines. I can use and understand prepositions of time. I can tell the time in a variety of ways. I can listen for specific information.</p> <p>Listening to conversations about times. Listening to people talking about activities and typing in the day of the week that you hear. Listening to people talking about their daily routine.</p> <p>Checking your knowledge of adverbs of frequency. Checking your knowledge of the word order of adverbs of frequency. Checking your knowledge of the use of the prepositions of time indicating intervals.</p> <p>Practising telling the time. Practising the days of the week. Practising words indicating time.</p> <p>Practising prepositions of time. Practising listening to four radio extracts and clicking on the correct time of day. Practising reading about someone's routine. Practising short answers to present simple questions.</p>
<p><b>5</b></p>	<p><b>Here, there and everywhere</b></p>	<p>Practising understanding and giving directions.</p> <p>Practising 'there is /there are'. Practising selecting the correct option to complete a text about a town map. Practising compound nouns. Practising giving directions using the imperative. Practising prepositions of place. Practising affirmative imperatives.</p> <p>Practising giving directions in a town.</p> <p>I can use and understand 'There is' / 'There are'. I can give and understand directions. I can describe places / attractions in a city. I can use prepositions of place. I can talk about places in town.</p> <p>Checking your knowledge of 'there is/are'. Checking your knowledge of prepositions of place. Checking your knowledge of imperatives.</p>

<p><b>6</b></p>	<p><b>Different strokes</b></p>	<p>Practising words to do with recycling. Practising numbers 11 - 101. Practising spelling numbers from one to a hundred. Watching a video about a woman talking about the place she lives.</p> <p>I can understand and use descriptions of lifestyles. I can understand and produce the present progressive. I can differentiate between the present progressive and the simple present. I can talk about green lifestyles. I can describe different lifestyles. I can understand and give numerical information.</p> <p>Checking your knowledge of the present continuous. Checking your knowledge of the present continuous affirmative. Checking your knowledge of the present continuous negative. Checking your knowledge of spelling rules for the present continuous. Checking your knowledge of the difference between the uses of the present simple and present continuous.</p> <p>Listening to a girl talking about her family and the environment.</p> <p>Practising numbers 11 - 101.</p> <p>Practising the present continuous. Contrasting the present simple and present continuous. Practising the present simple and present continuous.</p>
<p><b>7</b></p>	<p><b>You've got talent</b></p>	<p>Practising adjectives to describe people's characters.</p> <p>Checking your knowledge of affirmative, negative and interrogative forms. Checking your knowledge of adverbs of manner.</p> <p>Listening to what people say they can do with an advertisement for an audition.</p> <p>I can use and understand 'can' to describe abilities. I can use 'can' and 'can't' with adverbs of manner. I can use and understand positive adjectives. I can use and understand phrases to describe talents and abilities. I can correctly stress 'can' and 'can't'.</p> <p>Listening to two people talking about the sports they like.</p> <p>Practising 'can / can't'. Practising 'can' for ability. Practising informal interview with a man called Jeremy about his hobby. Practising adjectives and adverbs.</p>
<p><b>8</b></p>	<p><b>Shopping around</b></p>	<p>Listening to descriptions of what four people are wearing. Listening to people asking about how much things cost.</p> <p>Practising demonstrative adjectives. Practising ways to ask for information in a shop.</p> <p>Checking your knowledge of comparatives formed by adding '-er' to the adjective. Checking your knowledge of more + adjective. Checking your knowledge of demonstrative adjectives and pronouns.</p> <p>I can ask to try on clothes in a store and respond to questions. I can use comparative adjectives. I can use and understand clothes words. I can listen to identify the cost of something.</p> <p>Practising spelling words for clothes. Practising words and phrases used in shops. Practising words associated with clothes.</p>

<p><b>9</b></p>	<p><b>Let's eat</b></p>	<p>Practising using 'Let's' for suggestions. Practising questions with singular and plural objects. Practising 'some' and 'any'. Practising 'much' and 'many'. Practising countable and uncountable nouns. Practising offers using 'would'.</p> <p>Listening to two people ordering food. Listening to three short dialogues and matching the food to the correct person. Listening to someone ordering food in a restaurant.</p> <p>Practising words for food. Practising words and phrases used in restaurants. Practising words for food and drink.</p> <p>Checking your knowledge of the imperative 'Let's'. Checking your knowledge of 'much' v 'many'. Checking your knowledge of uncountable nouns that represent food. Checking your knowledge of the difference between countable and uncountable nouns. Checking your knowledge of using 'shall' and 'would' to make offers and invitations. Checking your knowledge of how to use 'would' to make offers.</p> <p>I can use countable and uncountable nouns correctly. I can use infinitive phrases to express desire, invitations and obligations. I can talk about food. I can order food from a menu.</p>
<p><b>10</b></p>	<p><b>Speaking of the past</b></p>	<p>Practising the past simple. Practising irregular forms of the past simple.</p> <p>Checking your knowledge of use of the past simple irregular. Checking your knowledge of spelling rules for the past simple regular. Checking your knowledge of the past simple regular.</p> <p>Identifying a different-sounding ending in a group of regular past tense verbs.</p> <p>I can describe a past experience. I can form affirmative statements in the simple past. I can form questions and negative statements in the simple past. I can understand and use '-ed' and '-ing' adjectives. I can use set phrases to talk about past experiences. I can understand the main idea of a simple conversation.</p> <p>Listening to a conversation about a holiday trip.</p>
<p><b>11</b></p>	<p><b>Great lives</b></p>	<p>Listening to a teacher from Mozambique talking about important events in his life. Listening to teenagers talking about a celebrity they met.</p> <p>I can understand and use object pronouns. I can name historical events. I can talk about major life events.</p> <p>Practising the past simple and present simple verb forms of irregular verbs. Practising the past simple. Practising object pronouns.</p> <p>Checking your knowledge of object pronouns.</p>
<p><b>12</b></p>	<p><b>In the near future</b></p>	<p>Listening to somebody talk about changed arrangements.</p> <p>Using the present continuous to talk about the future.</p> <p>Checking your knowledge of the different uses of the future with 'going to'. Checking your knowledge of how to form the affirmative full and short forms of the future with 'going to'. Checking your knowledge of how to ask and answer questions in the future with 'going to'. Checking your knowledge of the negative forms of the future with 'going to'.</p> <p>I can understand and use the present progressive with future meaning. I can use 'going to' to talk about intentions. I can use phrases with 'go'. I can use phrases with 'start' and 'stop' to talk about intentions.</p>



Unit	Module	Content
1	<b>Individual and society</b>	<p>Practising 'wh-' questions. Contrasting the present simple and the present continuous.</p> <p>Checking your knowledge of 'Wh-' questions that ask about a subject. Checking your knowledge of 'Wh-' questions that ask about an object.</p> <p>Practising phrases used when receiving visitors or when arriving as a visitor.</p> <p>Listening to descriptions of objects and keying in the picture letter of the object described in each audio clip. Listening to a conversation at an airport with an immigration officer and a passenger and matching the answers with the correct questions. Listening to two business people make small talk when they first meet and matching questions with answers to complete a conversation.</p>
2	<b>Eating and drinking</b>	<p>Watching a video inside a delicatessen, matching adjectives with nouns from the video and then typing the correct adjective into a list of definitions. Watching a video to learn how to prepare a meal, selecting the ingredients you hear and then matching verbs related to cooking with their definitions.</p> <p>Contrasting the use of 'too' and 'enough'.</p> <p>Listening to extracts from a conversation about international food, deciding whether each speaker expresses enthusiasm or reservation and then identifying how words and sounds are used.</p> <p>Listening to two teenagers talking about a healthier lifestyle and choosing the correct option between the present simple and the present continuous.</p> <p>Checking your knowledge of 'much' and 'many'. Checking your knowledge of 'little/a little', 'few/a few'. Checking your knowledge of infinitive complements. Checking your knowledge of adjectives + infinitive. Checking your knowledge of '(not) enough' and 'too' + adjective + infinitive.</p>
3	<b>Art and music</b>	<p>Practising words used to describe different kinds of paintings. Watching a video in which an elderly man talks about his childhood, completing sentences about the video and then choosing the correct words to complete sentences. Practising words you need to talk about music.</p> <p>Checking your knowledge of 'would' and 'used to' to talk about past habits and states.</p> <p>Contrasting the past simple with the past continuous.</p> <p>Listening to an interview about fashions in the 60s and 70s and choosing the correct answer to questions about the interview.</p>
4	<b>Hopes and fears</b>	<p>Listening to someone talking about environmental issues and keying the correct number into each gap. Listening to a telephone conversation about two people meeting and filling in the missing information.</p> <p>Checking your knowledge of the use of the present simple to talk about the future in subordinate clauses. Checking your knowledge of the different tenses to talk about the future.</p>

		<p>Watching a video in which a woman talks about her new life, deciding whether statements are true or false and then choosing the correct words to complete sentences. Practising phrasal verbs.</p> <p>Practising various future tenses. Practising the use of future forms. Watching an applicant being interviewed for a job and using language from the video to make a list of the applicant's future plans and ambitions. Practising the use of future forms 'will' and present continuous. Practising the present continuous for future use.</p>
5	<b>Work and leisure</b>	<p>Checking your knowledge of 'must' and 'have to'. Checking your knowledge of using 'mustn't' and 'don't have to' to talk about obligation and necessity. Checking your knowledge of the use of 'have to' to talk about obligation. Checking your knowledge of the use of 'have to' to indicate necessity. Checking your knowledge of 'been' and 'gone'.</p> <p>Practising the modal verbs 'can't' and 'must'. Practising the use of '-ing' forms and infinitives.</p> <p>Listening to a conversation about an ageing workforce and deciding if statements are true or false.</p> <p>Practising words and phrases used to talk about work. Watching a video in which a woman talks about her job, choosing the correct answers to complete sentences about the video and choosing the correct words to complete a text. Practising words and phrases used to talk about skills and qualifications.</p>
6	<b>Science and technology</b>	<p>Practising words you need to talk about information technology by predicting the missing collocations and selecting the correct word to complete sentences about computing. Practising dictionary definitions for words about astronomy by putting things in order of size and matching each word with the correct definition. Practising words you need to talk about information technology.</p> <p>Practising compound nouns.</p> <p>Checking your knowledge of irregular superlatives. Checking your knowledge of '(not) as ... as'; 'less ... than'. Checking your knowledge of the use of 'so', 'neither' and 'nor' to agree with somebody.</p> <p>Practising choosing the correct word for text completion and reading for summary completion in a text about new technology for communication. Reading an article about groups of people involved in business projects, called Super Groups, choosing the correct definitions of words and phrases and then deciding what the text tells the reader about Super Groups.</p>
7	<b>Time and money</b>	<p>Checking your knowledge of the use of the prepositions of time, 'for' and 'since'. Checking your knowledge of the use of the prepositions of time 'before', 'after', 'till/ until' and 'since'.</p> <p>Practising finding the meaning of definitions and reading to extract the main points made in a text about shoppers and retail companies. Listening to a presentation at an annual general meeting and completing sentences. Listening to a man phoning a company to discuss a problem with an invoice, completing gaps in the dialogue by selecting the correct phrases used by the speakers.</p> <p>Practising expressions that are useful when shopping.</p> <p>Practising 'for' and 'since'. Practising word order with adverbs of time. Practising compound nouns.</p>

<p><b>8</b></p>	<p><b>Home and away</b></p>	<p>Watching a video about some signs on a university campus, predicting the language in the video and then rearranging words to form passive sentences. Practising the passive. Watching a video in which a mouse takes a trip around a desk, putting sentences describing the mouse's movement into the correct order and then typing in the correct prepositions of place and movement.</p> <p>Listening to somebody describing a short walking tour of Dublin and keying in the missing words to complete a paragraph.</p> <p>Checking your knowledge of the prepositions of place 'into/out of', 'onto/off', 'over/under', 'to/from' and 'up/down'. Checking your knowledge of the prepositions of movement 'across', 'along', '(a)round', 'past' and 'through'. Checking your knowledge about prepositions that follow adjectives.</p> <p>Practising collocations related to animals. Watching a video about Dubai, clicking on the words you hear and then dragging the correct words into the gaps to complete what the man says. Practising words and phrases often used in phone calls.</p>
<p><b>9</b></p>	<p><b>Health and fitness</b></p>	<p>Checking your knowledge of using forms of 'must', 'need' and 'have to' to talk about obligation and necessity. Checking your knowledge of using 'should' and 'ought to' to give advice and opinions. Checking your knowledge of the verbs 'say' and 'tell'. Checking your knowledge of when to use the past perfect.</p> <p>Watching a video in which a man talks about his job as a personal trainer, putting the sentences in the order they appear in the video and then choosing the correct words to complete sentences. Practising names of sports.</p> <p>Contrasting the use of 'have to', 'don't have to' for obligation, and 'should', 'shouldn't' for advice. Practising reported statements. Practising 'does', 'plays' and 'goes'. Practising words for different types of health problems.</p> <p>Listening to a dialogue about cycling and deciding whether statements are true or false.</p>
<p><b>10</b></p>	<p><b>New and old</b></p>	<p>Listening to people talking about life now and in the past and deciding whether sentences are true or false.</p> <p>Checking your knowledge of relative clauses. Checking your knowledge of the difference between defining and non-defining relative clauses. Checking your knowledge of the difference in punctuation between defining and non-defining relative clauses. Checking your knowledge of the definite article. Checking your knowledge of how to use narrative tenses correctly. Checking your knowledge of 'both ... and', 'either ... or', 'neither ... nor'.</p> <p>Listening to two people talking about a new way to travel from the UK to France and choosing the correct answer to various questions. Listening to a woman talking about a journey across North America and identifying words you hear.</p>



Unit	Module	Content
1	<b>Live and learn</b>	<p>Checking your knowledge of the use of the present perfect simple and continuous. Checking your knowledge of when to use the present perfect continuous. Checking your knowledge of the affirmative form of the present perfect continuous. Checking your knowledge of nouns and noun phrases used with 'make' and 'do'.</p> <p>Listening to Beth talking about her trip to Indonesia. Listening to two English teachers talking about learning English in the future.</p> <p>Practising the present perfect continuous. Contrasting the present perfect simple and the present perfect continuous. Practising the present perfect and adverbs of frequency.</p> <p>Practising words and phrases you need to talk about education. Watching a video of a man talking about his graduation.</p> <p>I can talk about learning and the learning experience. I can talk about things I have been doing lately.</p>
2	<b>Then and now</b>	<p>Listening to a woman talking about herself and her best friend. Watching three friends discussing childhood memories. Listening to an interview about life in the 1920s.</p> <p>I can talk about childhood memories. I can talk about how things have changed. I can understand emotions and attitude.</p> <p>Watching a video of a woman talking about Christmas and matching sentence halves. Watching a young man talking about his favourite festival as a child. Watching three friends discussing childhood memories.</p> <p>Practising 'used to' and the past simple. Practising the past simple and past perfect. Contrasting the past simple and the past perfect.</p> <p>Checking your knowledge of 'would' and 'used to' to talk about past habits and states. Checking our knowledge of the use of 'used to' as a verb and as an adjective. Checking your knowledge of when to use the past perfect. Checking your knowledge of the use of the past simple and the past perfect.</p> <p>Identifying attitude by listening to sentence intonation and stress. Identifying the effect of intonation.</p>
3	<b>Buying power</b>	<p>I can ask polite questions. I can describe problems with products or services. I can make complaints.</p> <p>Finding the meaning of definitions and reading to extract the main points made in a text.</p> <p>Listening to a telephone sales person trying to sell an advertisement. Listening to five conversations about buying or selling things online. Listening to someone making a complaint. Listening to advice about handling complaints at work.</p> <p>Practising the use of definite and indefinite articles and the zero article. Practising embedded questions.</p>

		<p>Practising long and short vowels.</p> <p>Checking your knowledge of articles. Checking your knowledge of the zero article. Checking your knowledge of the definite article. Checking your knowledge of the indefinite article. Checking your knowledge of embedded questions. Checking your knowledge of word order in embedded questions.</p>
<b>4</b>	<b>Taking care of business</b>	<p>Listening to business news. Listening to three people speaking about their businesses.</p> <p>Practising word stress.</p> <p>Checking your knowledge of the way in which we use 'have something done'. Checking your knowledge of the use of 'have somebody / something do something'. Checking your knowledge of the spelling of compound nouns. Checking your knowledge of compound nouns. Checking your knowledge of adjectives ending in '-ed' and '-ing' and adjectives ending in '-ed' followed by a preposition. Checking your knowledge of adjectives ending in '-ed' and '-ing'.</p> <p>Practising compound nouns. Practising '-ed' and '-ing' adjective endings. Watching a company director giving a presentation about her company. Filling in the correct words to complete a summary of the presentation's structure.</p> <p>I can talk about having things done. I can talk about business, products and services.</p> <p>Practising common compound nouns. Practising words made up of two nouns. Practising compound adjectives. Practising frequently used words in business. Practising words used to talk about new products.</p>
<b>5</b>	<b>Through the grapevine</b>	<p>Practising reported statements. Practising reported questions. Practising the use of reported speech.</p> <p>Checking your knowledge of reported questions. Checking your knowledge of reported speech. Checking your knowledge of the tense changes used in reported speech. Checking your knowledge of reported speech with past reporting verbs. Checking your knowledge of the verbs 'say' and 'tell'.</p> <p>I can talk about communication. I can report what people say. I can report other people's experiences.</p> <p>Practising describing ways of speaking. Practising choosing the correct word for text completion and reading for summary completion while reading an article about new technology for communication.</p> <p>Listening to a telephone message about a hotel booking. Reading some notes and messages, deciding what type of text they are and identifying where you would see each one. Finding words in the text to match the definitions.</p>
<b>6</b>	<b>Decision, decisions</b>	<p>Listening to three conversations about regrets adults have about their schooldays. Listening to different people talking about travel. Watching a candidate discussing his plans for the future in a job interview. Listening to advice about three different problems. Listening to a conversation about holiday problems.</p> <p>Practising 'I wish' and 'if only'. Practising the use of 'hope' and 'expect'.</p> <p>I can talk about hopes and plans. I can discuss hopes and wishes.</p>

		<p>Checking your knowledge of the interrogative form of the third conditional. Checking your knowledge of the negative form of the third conditional. Checking your knowledge of the affirmative form of the third conditional. Checking your knowledge of the use of the third conditional. Checking your knowledge of unreal tenses. Checking your knowledge of modal verbs formed by the infinitive without 'to'.</p>
7	<b>Think again</b>	<p>I can talk about intelligence and the brain. I can speculate about what you see. I can make deductions.</p> <p>Listening to a talk about dolphins.</p> <p>Checking your knowledge of using 'must' and 'can't' to talk about things you are certain of and to make deductions. Checking your knowledge of the use of 'have' to make deductions. Checking your knowledge of using 'could', 'may' and 'might' to talk about possibility. Checking your knowledge of question and reply tags. Checking your knowledge of question tags. Checking your knowledge of the use of question tags with 'have' and 'have got'.</p> <p>Practising questions with tags.</p> <p>Practising question tags. Practising the modal verbs 'can't' and 'must'. Practising modals of deduction and possibility.</p> <p>Practising forming adjectives from nouns. Practising suffixes used to make nouns into adjectives.</p>
8	<b>Stories we tell</b>	<p>Practising identifying the sound / / in single words.</p> <p>Practising relative pronouns. Practising relative pronouns and their use in defining and non-defining relative clauses. Practising defining and non-defining relative clauses. Practising infinitives and gerunds.</p> <p>Listening to a radio interview about Graham Greene, the author. Listening to a conversation about Sir Ranulph Fiennes, the explorer. Listening to an interview with a professional storyteller.</p> <p>Checking your knowledge of relative clauses. Checking your knowledge of the use of 'that' in relative clauses.</p> <p>I can give an opinion about a story. I can describe stories. I can talk about anecdotes.</p>
9	<b>Body talk</b>	<p>Checking your knowledge of the uses of 'it' as dummy subject. Checking your knowledge of adjectives + infinitive.</p> <p>Practising 'I wish' and 'If only'.</p> <p>Listening to two friends talking about what they do to keep fit. Watching a man talking to a doctor.</p> <p>I can talk about illnesses and injuries. I can talk about keeping fit. I can describe regrets.</p> <p>Practising words for different types of health problems. Practising words for parts of the body.</p>

<p><b>10</b></p>	<p><b>Stage and screen</b></p>	<p>Contrasting words with different spellings, with the sound /æ/. Contrasting words with different spellings, with the sound /ʌ/.</p> <p>I can talk about TV shows, entertainment and performances. I can describe TV shows and movies.</p> <p>Checking your knowledge of the difference between defining and non-defining relative clauses.</p> <p>Checking your knowledge of the difference in punctuation between defining and non-defining relative clauses. Checking your knowledge of relative clauses.</p> <p>Practising names of types of TV programmes.</p> <p>Listening to a reporter talking about a film. Listening to five people talking about films. Listening to friends talking about going to the cinema.</p> <p>Practising relative pronouns.</p>
<p><b>11</b></p>	<p><b>Breaking the rules</b></p>	<p>Listening to a conversation between a shop owner and a security expert about preventing shoplifting. Listening to a plan to kidnap a racehorse for money.</p> <p>Checking your knowledge of using 'should' and 'ought to' to give advice and opinions. Checking your knowledge of the different ways of expressing the future in the past.</p> <p>I can talk about rules. I can talk about breaking rules. I can give advice and opinions. I can analyse graphs and charts.</p> <p>Practising modal verbs 'should' and 'shouldn't'. Practising structures used for giving advice to someone who has not been working at a company for long.</p> <p>Practising consonant sounds.</p>
<p><b>12</b></p>	<p><b>Just the job!</b></p>	<p>Checking your knowledge of the uses of 'too' and 'enough'. Checking your knowledge of (not) 'enough' and 'too' + adjective + infinitive. Checking your knowledge of the uses of 'so', 'such', 'too', 'enough' and quite. Checking your knowledge of the use of the gerund.</p> <p>Listening to a man talking about his current and previous jobs. Listening to two interviews about people's working lives.</p> <p>Contrasting the use of 'too' and 'enough'. Practising the position of objects in sentences with phrasal verbs. Practising asking questions during a job interview.</p> <p>Practising collocations of verbs and nouns in a work context. Practising words and phrases used to talk about work.</p> <p>I can talk about work and the workplace. I can describe the workplace. I can answer questions about work.</p>



Unit	Module	Content
1	<b>Who do you think you are?</b>	<p>Listening to a conversation at an airport with an immigration officer and a passenger. Listening to eight different people being asked for their opinions about a proposal.</p> <p>Practising 'used to' and the simple past. Practising the simple past and past progressive. Practising the simple past, past progressive and past perfect.</p> <p>Checking your knowledge of 'would' and 'used to' to talk about past habits and states. Checking your knowledge of how to use 'would' to talk about repeated actions in the past.</p>
2	<b>Global views</b>	<p>Checking your knowledge of stative verbs. Checking your knowledge of double comparatives. Checking your knowledge of the structure 'the...the'.</p> <p>Practising expressions commonly used to express your views and agree or disagree with someone else's views. Practising expressions used to give opinions. Practising word formation to complete an article about a current global trend - the brain drain. Practising reading a newspaper article about a survey asking people about social issues. Reading a short text about life expectancy and examining a bar graph showing life expectancy by country and gender. Reading about company expansion. Reading extracts from a seminar on globalization.</p>
3	<b>Fame and fortune</b>	<p>Listening to a lecture about former British Prime Minister Winston Churchill. Listening to a speaker talking about the life of Andy Warhol.</p> <p>Checking your knowledge of reported speech. Checking your knowledge of the tense changes used in reported speech. Checking your knowledge of the use of 'would' in reported speech. Checking your knowledge of reported speech with past reporting verbs.</p> <p>Reading an article that gives advice about making an acceptance speech for the Oscars and matching phrasal verbs with their meanings.</p> <p>Practising reporting verbs. Practising reported statements. Practising reported speech and questions. Practising indirect questions during an interview.</p>

<p><b>4</b></p>	<p><b>Ups and downs</b></p>	<p>Listening to three people giving Larry advice.</p> <p>Checking your knowledge of connectors of reason and result. Checking your knowledge of connectors of contrast. Checking your knowledge of preposition expressions of exception and addition. Checking your knowledge of all the conditional forms.</p> <p>Reading an article about what makes people happy. Identifying stress in questions in the second conditional. Identifying the pronunciation of “d” (the contracted form of ‘would’).</p> <p>Practising the linkers ‘although’, ‘however’, ‘furthermore’, ‘in spite of’, ‘because’ and ‘because of’. Practising the use of ‘although’, ‘despite’ and ‘in spite of’. Practising zero, first, second and third conditional sentences. Practising reading a seminar presentation on happiness and identifying the correct opening sentences for each paragraph.</p> <p>Reading a series of statements by tutors about their daily contact with students. Practising structures used for giving advice to someone who has not been working at a company for long.</p>
<p><b>5</b></p>	<p><b>Something in the water</b></p>	<p>Checking your knowledge of the use of ‘by’ + agent in passive sentences. Checking your knowledge of the use of the agent in passive sentences. Checking your knowledge of the past perfect passive form.</p> <p>Checking your knowledge of connectors of purpose. Checking your knowledge of the use of ‘for’ to indicate purpose and intended destination.</p> <p>Practising all forms of the passive. Practising passive forms by reading an article about offshoring (when a company has one or more of its operations carried out abroad) and outsourcing.</p> <p>Practising words relating to environmental issues. Practising words and phrases in common use in the world of advertising and marketing today.</p> <p>Practising words and phrases connected with advertising and marketing.</p> <p>Listening to a recording about tropical rainforests in Belize. Listening to a lecturer talking about methods of marketing.</p>
<p><b>6</b></p>	<p><b>Living traditions</b></p>	<p>Listening to a conversation about lucky charms. Listening to Laura talking about her father and his car.</p> <p>Checking your knowledge of verbs that can have two objects. Checking your knowledge of verbs followed by two objects. Checking your knowledge of ‘-ing’ forms after prepositions. Checking your knowledge of structures containing a verb followed by a preposition and ‘-ing form’ in academic English.</p> <p>Practising fixed phrases.</p> <p>Practising verbs followed by objects plus infinitive with or without ‘to’.</p>

7	<b>Designed to please</b>	<p>Practising consonant sounds.</p> <p>Practising phrasal verbs with 'up'.</p> <p>Practising verb forms and reading comprehension by reading an article about people's ability to recognize companies' logos and brands, then deciding whether various verbs in the text should be in the infinitive or the '-ing' form. Practising the use of the apostrophe 's'.</p> <p>Checking your knowledge of the use of the past perfect and past perfect progressive. Checking your knowledge of when to use the past perfect progressive. Checking your knowledge of when to use the past perfect. Checking your knowledge of the use of the possessive case. Checking our knowledge of the possessive case.</p> <p>Reading a lecture transcript about website design.</p>
8	<b>A fair deal</b>	<p>Finding synonyms and understanding the gist of a text.</p> <p>Checking your knowledge of using 'had better' and 'would rather' to give advice and opinions. Checking your knowledge of the use of relative clauses. Checking your knowledge of the use of the participle in clauses.</p> <p>Listening some university students discussing social responsibility. Listening to a lecturer talking about the economic problems of poverty and possible solutions.</p> <p>Practising participle clauses. Practising complex sentences. Practising defining and non-defining relative clauses. Choosing the correct word or phrase to complete a report on the results of a survey. Practising linking words and phrases. Reading three texts about caring for the elderly.</p>
9	<b>Competitive edge</b>	<p>Practising verbs followed by the gerund or the infinitive. Practising practises verbs followed by an '-ing' form or infinitive with a change in meaning. Practising linking words. Practising a text about a new form of marketing. Practising a text about a new form of marketing.</p> <p>Practising words associated with business competition.</p> <p>Checking your knowledge of the use of the gerund. Checking your knowledge about prepositions that follow verbs. Checking your knowledge of verbs form from 'A-L' followed by '-ing'. Checking your knowledge of verbs from 'M-Z' followed by the '-ing' form.</p> <p>Listening to a radio competition about film trivia. Listening to a speaker talking about autism.</p>

<p><b>10</b></p>	<p><b>Risky business</b></p>	<p>Practising modals of ability: 'can', 'could', 'be able to'. Practising prepositions. Practising countable and uncountable nouns by listening to a radio interview and numbering the topics as they are mentioned, then choosing the correct answers to complete sentences based on the interview.</p> <p>Listening to a talk about the intelligence of business. Listening to a discussion between a manager and a staff representative. Listening to a lecturer talking about business principles.</p> <p>Checking your knowledge of how to use 'could' to talk about ability in the past. Checking your knowledge of talking about ability in the past. Checking your knowledge of using 'must' and 'can't' to talk about things you are certain of and to make deductions. Checking your knowledge of how to use 'have got to' and 'have to' to make deductions.</p> <p>Practising frequently used words for speaking about money and business.</p>
<p><b>11</b></p>	<p><b>Through the lens</b></p>	<p>Practising reforming sentences in directed ways. Practising verbs followed by an '-ing' form or infinitive with a change in meaning. Practising comparative and superlative adjectives and adverbs. Practising comparative structures. Practising verb forms and reading comprehension.</p> <p>Listening to a lecture about the discovery of Tutankhamen's tomb in Egypt. Listening three different speakers talking about the debate on Pluto.</p> <p>Checking your knowledge of connectors of cause. Checking your knowledge of ways to express cause and effect in academic English. Checking your knowledge of words and structures used to compare and contrast in academic English.</p> <p>Practising common English similes. Practising words used to describe different kinds of paintings. Practising fixed phrases.</p>
<p><b>12</b></p>	<p><b>Bright lights, bright city</b></p>	<p>Checking your knowledge of how to use the present simple of 'be' to talk about events in the future. Checking your knowledge of the future with 'will', the future continuous and the future perfect. Checking your knowledge of when to use the future continuous. Checking your knowledge of the different tenses to talk about the future.</p> <p>Listening to a speaker talking about the benefits of biofuels. Listening to Richard, who lives in Prague, comparing the city with London. Listening to five clips about American cities.</p> <p>Practising a variety of future tenses. Practising a variety of future tenses for predictions and assumptions. Reading information about Papua New Guinea about work.</p>



Unit	Module	Content
1	Money-free	<p>Identifying speakers' attitudes from their intonation. Identifying the speaker's attitude from intonation and stress patterns.</p> <p>Practising question tags and negative questions. Practising the use of negative question forms for beginning a conversation or part of one.</p> <p>Listening to three advertisements. Listening to a radio interview about Graham Greene, the author. Listening to an interview during a radio programme.</p> <p>Checking your knowledge of adverbial expressions of manner. Checking your knowledge of mixed adverbial expressions. Checking your knowledge of adverbial expressions of frequency. Checking your knowledge of adverbs of place. Checking your knowledge of how to use negative questions.</p>
2	Watch this space...	<p>Practising a variety of discourse markers for contrasting ideas, adding similar information and drawing conclusions. Practising choosing phrases to complete sentences from a news story and keying in future forms. Practising the connectors 'unless', 'as long as', 'in case' and 'although'.</p> <p>Practising connectors 'in case', 'unless', 'if', 'as long as' or 'when' to complete sentences about learning English. Deciding whether the language is more likely to be used in American or British English.</p> <p>Practising the formation of negative words. Practising words connected with having new ideas in the business world. Practising reading about scientific exploration on Mars and choosing the correct vocabulary to complete the text.</p> <p>Listening to a lecturer describing new ways of generating energy. Listening to a news item about the possibility that there may be life on other planets.</p> <p>Checking your knowledge of the passive form of 'shall' and 'will'. Checking your knowledge of connectors of condition. Checking your knowledge of the differences in spelling between British and American English. Checking your knowledge of the differences between British and American English vocabulary.</p>

<p><b>3</b></p>	<p><b>Password protected</b></p>	<p>Checking your knowledge of verbs followed by two objects. Checking your knowledge of infinitive complements.</p> <p>Watching a business traveller going through security at the airport. Listening to students in a seminar discussing why birth rates are falling in developing countries. Listening a colleague explaining the focus of an advertising campaign.</p> <p>Contrasting phrases where an intrusive /w/ is pronounced between two words in connected speech. Identifying when to drop the /t/ and /d/ sounds in connected speech. Practising whether /d/ is pronounced within connected speech or not.</p> <p>Practising pronunciation of final /t/ or /d/ in rapid connected speech when the next word begins with a consonant.</p> <p>Practising the use of the verbs 'hope' and 'expect'. Practising word building. Practising phrasal verbs to do with computers.</p>
<p><b>4</b></p>	<p><b>A new look at learning</b></p>	<p>Practising the zero, first, second, third and mixed conditionals. Practising conditionals and relative pronouns: '-ever'. Practising result clauses.</p> <p>Practising the relative pronouns used in clauses. Practising mixed prepositions by selecting the correct prepositions to complete a text about learning a language.</p> <p>Checking your knowledge of the mixed conditional. Checking your knowledge of wh- words + compounds with 'ever'. Practising collocations in academic texts. Practising a text explaining to university students some of the facilities available on campus. Practising a description of the roles of different people working in a department in a British university. Practising synonyms and fixed phrases.</p> <p>Listening to a description of Internet etiquette and reading sentences and selecting true or false. Listening to information about non-stop broadcasting TV channels and reading sentences and choosing true or false. Listening a speaker giving tips for learning a foreign language.</p>
<p><b>5</b></p>	<p><b>On the wild side</b></p>	<p>Checking your knowledge of the passive voice in impersonal statements. Checking your knowledge of passive modals. Checking your knowledge of passive modals.</p> <p>Practising ways to characterize animals. Practising expressions of possibility, probability and certainty. Practising animal vocabulary and using categories.</p> <p>Identifying clusters of three or more consonant sounds</p> <p>Listening to an interview with an ecologist about protecting the environment. Listening to a husband and wife talking about small creatures and insects which live in and around their home and garden. Listening to a talk about dolphins. Listening to a talk about a national marine park and keying in missing information.</p> <p>Practising phrasal verbs to complete a text about the endangered rhinoceros.</p>

<p><b>6</b></p>	<p><b>More than machines</b></p>	<p>Identifying stressed words within sentences. Listening for the vowel sounds which join words together in phrases. Identifying consonants which are pronounced when linking words in natural speech.</p> <p>Practising collocations. Practising a range of useful business words. Practising selecting the correct definitions for key terms.</p> <p>Checking your knowledge of the use of the future perfect. Checking your knowledge of the use of the future perfect progressive. Checking your knowledge of the simple future perfect and the future perfect progressive.</p> <p>Practising future forms. Practising the future perfect. Practising reading a student essay extract and choosing the sentence that best summarizes the complete extract. then, selecting the most appropriate summary sentences for each paragraph. Practising reading an article about Scottish inventions and discoveries by deciding if a series of statements expressing the writer's opinion are true, false or if the answer is not given. Then, matching key words and phrases from the text with their definitions.</p> <p>Listening to a radio debate concerning the greatest inventions of the past 200 years.</p>
<p><b>7</b></p>	<p><b>The critical consumer</b></p>	<p>Distinguishing the sounds /u/ and /u:/ in single words.</p> <p>Practising words and phrases connected with money in business. Practising words and phrases often used in connection with different kinds of international trade.</p> <p>Checking your knowledge of connectors of time. Checking your knowledge of ways to express cause and effect in academic English. Checking your knowledge of connectors of cause. Checking your knowledge of connectors of reason and result.</p> <p>Listening to a presentation given by a CEO to the company's employees. Listening to three people trying to buy or sell something online. Listening to two colleagues discussing a meeting about their company's spending.</p> <p>Practising result clauses. Practising linking with '-ing' clauses. Practising modification of nouns and several other grammar points. Practising comparative adjectives and adverbs.</p>
<p><b>8</b></p>	<p><b>Artistic licence</b></p>	<p>Checking your knowledge of inversion in conditional sentences.</p> <p>Listening to a lecturer talking about the Young British Artists. Listening to a speaker talking about the life of Andy Warhol.</p> <p>Practising the formation of negative words. Practising fixed phrases. Practising reading a short text on the art movement known as Impressionism.</p> <p>Practising inversions.</p>

<p><b>9</b></p>	<p><b>Just playing?</b></p>	<p>Practising the present subjunctive after reporting verbs, adjectives and nouns.</p> <p>Checking your knowledge of the subjunctive. Checking your knowledge of formulaic subjunctives. Checking your knowledge of using 'should' and 'would' to make offers and invitations.</p> <p>Listening to a manager explaining what needs to be organized as entertainment for a group of visitors to the company. Listening to students discussing standardized testing in primary school. Listening to a lecturer talk about independent and state schools in the United Kingdom. Listening to a speaker talking about autism. Listening to an interview with a young violinist.</p> <p>Practising pronunciation of final /t/ or /d/ in rapid connected speech when the next word begins with a consonant.</p>
<p><b>10</b></p>	<p><b>Fact or fiction</b></p>	<p>Practising inversion after negative and limiting adverbials. Practising negative inversion. Practising a variety of grammar points.</p> <p>Listening to a pilot reporting a sighting of UFOs. Listening to a conversation about lucky charms. Listening to a story about an urban myth.</p> <p>Checking your knowledge of the use of negative expressions that require inversion. Checking your knowledge of the use of 'so', 'neither' and 'nor' to agree with somebody.</p>
<p><b>11</b></p>	<p><b>Music to my ears</b></p>	<p>Practising 'wish' and 'if only'. Practising expressing regret with 'wish', 'if only' and some conditional clauses. Practising structures used after the verbs 'wish' and 'regret'. Practising words and expressions and matching them with their formal, academic equivalents in a research report on how music tastes may help communicate personality. Practising identifying errors in a text about music.</p> <p>Checking your knowledge of unreal tenses.</p> <p>Phrasal verbs with 'take'. Practising words associated with music. Practising collocations which give descriptions.</p>
<p><b>12</b></p>	<p><b>Down to earth</b></p>	<p>Practising passive infinitives. Practising the use of 'almost' and 'hardly'. Practising a variety of modal verbs to complete a text about volcanoes. Practising different verb forms to complete a text about natural disasters.</p> <p>Checking your knowledge of participle clauses in academic English. Checking your knowledge of participle clauses. Checking your knowledge of the passive infinitive. Checking your knowledge of the uses of emphasizers. Checking your knowledge of the uses of amplifiers. Checking your knowledge of the uses of down toners.</p> <p>Identifying the changing syllable stress in nouns and their corresponding adjectives.</p> <p>Listening to a lecture in a geology class. Listening to a lecturer talking about tsunamis. Listening a speaker talking about Aurora Borealis: the Northern Lights. Listening to facts about corals. Listening to a lecture about the effects of climate change, such as increased rainfall, flooding and rising sea levels.</p>

## Straightforward Beginner

Unit	Module	Content
1	Lessons 1A-1D	<p>Practising the affirmative and interrogative forms of the verb 'to be'. Practising the verb 'to be' and subject pronouns. Practising the affirmative, negative and interrogative forms of the verb 'to be'. Practising possessive adjectives.</p> <p>Listening to a conversation about mobile phone numbers. Listening to a conversation between two students about their classmates.</p> <p>Practising completing forms with the correct details. Practising languages and countries.</p> <p>Identifying a speaker's attitude from the intonation of questions.</p> <p>Checking your knowledge of the use of 'to be' in the present simple. Checking your knowledge of the use of possessive adjectives. Checking your knowledge of the form of possessive adjectives.</p>
2	Lessons 2A-2D	<p>Checking your knowledge of the use of 'a' and 'an'. Checking your knowledge of demonstrative adjectives and pronouns.</p> <p>Listening to the alphabet song and keying in the missing letters in the alphabet. Contrasting the sounds /i/ and /i:/. </p> <p>Listening to someone ordering food in a restaurant. Listening to and identifying four different sets of numbers and letters. Listening to two people ordering food.</p> <p>Practising the full form of common English abbreviations. Practising spelling numbers from one to a hundred.</p> <p>Practising demonstrative adjectives. Practising making nouns plural.</p>
3	Lessons 3A-3D	<p>Checking your knowledge of the present simple affirmative form of 'to be'. Checking your knowledge of the present simple negative form of 'to be'. Checking your knowledge of the present simple interrogative form of 'to be'.</p> <p>Identifying the main syllable stress in countries and nationalities within three pattern groups. Practising consonant sounds.</p> <p>Listening to a conversation about preferences for colours and clothes.</p> <p>Practising words for different types of job. Practising the use of nationality nouns and adjectives. Practising the days of the week. Practising useful classroom language.</p> <p>Practising contractions. Practising the present tense of the verb 'to be'.</p>

<p><b>4</b></p>	<p><b>Lessons 4A-4D</b></p>	<p>Listening to a man and a woman talking about where their friends' possessions are. Listening to a phone call about arrangements for a business trip.</p> <p>Checking your knowledge of the prepositions of place 'at', 'in', 'on' and 'under'. Checking your knowledge of the possessive case.</p> <p>Practising words for family relationships. Practising spelling numbers from one to a hundred. Practising family relationships.</p> <p>Identifying schwa sounds in sentences.</p> <p>Practising using the possessive 's'. Practising 'in', 'on', 'under' and 'at'. Practising prepositions of place (saying where things are).</p>
<p><b>5</b></p>	<p><b>Lessons 5A-5D</b></p>	<p>Practising words describing people's jobs. Practising words you need to talk about office equipment.</p> <p>Listening to an interview, deciding if statements are true or false and completing sentences with the correct form of the present simple. Listening to six people talking about their jobs and matching the names to the correct job.</p> <p>Reading about someone's daily routine and putting events in order. Practising the affirmative, negative, interrogative and short answer forms of the verb 'have got'. Practising the use of adjectives and adverbs.</p> <p>Checking your knowledge of the affirmative form of the present simple. Checking your knowledge of negative forms of the present simple. Checking your knowledge of the present simple interrogative.</p> <p>Identifying stressed words in questions. Practising the consonants /s/, /z/ and /iz/.</p>
<p><b>6</b></p>	<p><b>Lessons 6A-6D</b></p>	<p>Practising vowel sounds in single words spelled with 'o' and 'u'.</p> <p>Practising types of hobbies. Practising places that people go to for entertainment. Practising words about food.</p> <p>Practising the present simple by completing sentences with the correct form of a verb. Practising 'wh-' questions in the present simple. Practising the question form 'How often' with the present simple. Practising the time. Practising question words.</p> <p>Checking your knowledge of the use of the present simple. Checking your knowledge of adverbs of frequency.</p> <p>Listening to four radio extracts and identifying the correct time. Listening to someone talking about her free time.</p>

<p><b>7</b></p>	<p><b>Lessons 7A-7D</b></p>	<p>Practising the use of 'there is', 'there are', 'there isn't' and 'there aren't'. Practising the use of 'there is' and 'there are'. Practising 'there is/are' + countable/uncountable nouns.</p> <p>Listening to someone talking about places in a town.</p> <p>Practising the names of buildings and places. Practising words associated with travelling by plane. Practising expressions that are useful when using public transport. Practising forms of transport.</p> <p>Identifying interested intonation in questions. Identifying the tone of the voice in questions. Practising the consonant sounds /v/ and /w/.</p> <p>Checking your knowledge of the affirmative form of 'there is' and 'there are'. Checking your knowledge of the interrogative form of 'there is' and 'there are'. Checking your knowledge of the negative form of 'there is' and 'there are'.</p>
<p><b>8</b></p>	<p><b>Lessons 8A-8D</b></p>	<p>Checking your knowledge of past simple use of 'to be'. Checking your knowledge of the past simple affirmative of 'to be'. Checking your knowledge of the past simple interrogative of 'to be'. Checking your knowledge of the past simple negative of 'to be'.</p> <p>Contrasting the use of 'was' and 'were'. Practising making questions and giving short answers with 'was' and 'were'. Practising affirmative and negative sentences with 'like', 'love' and 'hate'. Expressing likes and dislikes with singular and plural nouns.</p> <p>Practising the affirmative, negative and interrogative forms of the present simple with the pronouns 'I', 'you', 'we' and 'they'.</p> <p>Identifying a speaker's attitude from the intonation of questions and deciding if they are interested or not interested. Identifying the tone of the voice in questions by listening and selecting polite or impolite according to the intonation.</p> <p>Listening to four conversations about likes and dislikes and deciding who is speaking. Listening to two people talking about the sports they like, then selecting the sports they like and don't like.</p>
<p><b>9</b></p>	<p><b>Lessons 9A-9D</b></p>	<p>Contrasting the different endings for regular verbs in the past simple. Practising consonant sounds. Practising words connected with travel. Practising words you need to talk about music.</p> <p>Practising the past simple and present simple verb forms of irregular verbs. Practising the past simple. Practising regular and irregular past simple forms in affirmative and negative sentences. Practising the prepositions of time 'in', 'at' and 'on'.</p> <p>Checking your knowledge of the affirmative form of the past simple regular. Checking your knowledge of the negative form of the past simple regular. Checking your knowledge of the affirmative form of the past simple irregular. Checking your knowledge of the negative form of the past simple irregular.</p> <p>Listening to announcements and choosing the correct preposition. Listening to a conversation about a holiday trip.</p>

<p><b>10</b></p>	<p><b>Lessons 10A-10D</b></p>	<p>Practising words and phrases used in shops. Practising words related to shopping. Practising the names of shops and what you can buy in them.</p> <p>Checking your knowledge of the interrogative form of the past simple regular. Checking your knowledge of the interrogative form of the past simple irregular.</p> <p>Listening to people asking about how much things cost. Listening to people talking about sport.</p> <p>Distinguishing the sounds /ai/ and /ei/. Contrasting two different diphthong sounds.</p> <p>Practising the past simple. Practising questions in the past simple. Practising ways to ask for information in a shop by rearranging words to form questions.</p>
<p><b>11</b></p>	<p><b>Lessons 11A-11D</b></p>	<p>Practising vocabulary to talk about different kinds of paintings. Practising phrasal verbs connected with machines.</p> <p>Practising consonant sounds by listening and choosing the correct sound for each word. Identifying the words 'can' and 'can't' in simple sentences and questions.</p> <p>Checking your knowledge of affirmative, negative and interrogative forms of the modal verb 'can'. Checking your knowledge of the present continuous affirmative. Checking your knowledge of the use of the present continuous.</p> <p>Practising the modal verb 'can/can't' for ability. Practising the present continuous. Practising adverbs with the present continuous.</p> <p>Listening to two teenagers talking about a healthier lifestyle and choosing the correct option between the present simple and the present continuous.</p>
<p><b>12</b></p>	<p><b>Lessons 12A-12D</b></p>	<p>Listening to three conversations about different kinds of plans, matching the conversations with pictures and completing sentences with 'going to'.</p> <p>Listening to ten different extracts from phone calls and deciding if statements are true or false. Listening to a phone call about arrangements for a business trip and choosing the correct times and numbers to complete the conversation. Listening to a conversation about holiday problems.</p> <p>Identifying the sounds /t?/ and /tu:/ when 'to' links with other words in sentences.</p> <p>Practising use of collocations related to telephone language. Practising words and expressions used on the phone. Practising words used to talk about airports. Practising recognizing feelings.</p> <p>Checking your knowledge of the different uses of the future with 'going to'. Checking your knowledge of how to form the affirmative full and short forms of the future with 'going to'. Checking your knowledge of the negative forms of the future with going to. Checking your knowledge of the interrogative forms of the future with 'going to'.</p>



Unit	Module	Content
1	<b>Lessons 1A-1D</b>	<p>Practising word order in personal questions. Practising the affirmative and interrogative forms of the verb 'to be'. Practising the question words 'when', 'why', 'what', 'how' and 'where'. Practising possessive adjectives. Practising the pronouns 'this', 'that', 'these' and 'those'.</p> <p>Identifying the main stressed words in sentences and questions.</p> <p>Listening to a woman talking about her 21st birthday party plans. Listening to people talking about breakfast habits in different places. Listening to five conversations at a party. Listening to five people talking at the airport.</p> <p>Checking your knowledge of apostrophe 's'.</p> <p>Practising names of pieces of electrical household equipment and their definitions.</p>
2	<b>Lessons 2A-2D</b>	<p>Checking your knowledge of how to use 'wh-' questions.</p> <p>Practising question words. Practising the present simple for routine. Practising short answers to present simple questions.</p> <p>Listening to two people talking about their daily routine in different countries. Listening to a French woman talking about her family.</p> <p>Practising word stress. Practising the sounds /z/ and /s/ at the ends of words.</p> <p>Practising describing appearances. Practising words for parts of the body. Practising useful language to talk about hobbies.</p>
3	<b>Lessons 3A-3D</b>	<p>Checking your knowledge of the use of 'there is/are'. Checking your knowledge of the prepositions of place 'behind', 'between', 'in front of', 'near', 'next to' and 'opposite'. Checking your knowledge of the prepositions of place 'beside/next to/by, near/by, over/above and under/below'.</p> <p>Contrasts 'there is' and 'there are' with the pronouns 'it' and 'they'. Contrasts the prepositions of place 'at' and 'to'. Practising 'much' and 'many'.</p> <p>Practising words related to houses. Practising words for rooms and places inside and outside the home. Practising words for furniture and appliances.</p> <p>Listening to a teenager describing his bedroom. Read a description of a house and listening to descriptions of three people, then deciding which one lives in the house. Listening to directions in an office.</p>

<p><b>4</b></p>	<p><b>Lessons 4A-4D</b></p>	<p>Checking your knowledge of the word order of adverbs of frequency.</p> <p>Practising prepositions of time 'in', 'on' and 'at'. Listening to four radio extracts, clicking on the correct time of day for each extract, and selecting 'am' or 'pm' for each time. Practising the prepositions of time: 'on', 'at' and 'in'.</p> <p>Practising different ways of writing the time. Practising telling the time. Practising the days of the week. Practising frequently used verb-noun collocations. Contrasting vowels/diphthongs in minimal pairs.</p> <p>Practising the vowel sounds /a:/, /ea/, /ei/ and /ai/.</p> <p>Contrasting diphthongs and vowel sounds.</p> <p>Listening to somebody talking about his travel plans.</p>
<p><b>5</b></p>	<p><b>Lessons 5A-5D</b></p>	<p>Practising the use of 'can' for requests. Practising the past simple of 'have'. Practising the past simple. Practising adverbs of frequency in sentences about seasons and the weather.</p> <p>Practising words for different types of weather. Practising words related to the weather. Practising words for journeys. Practising words and phrases commonly used when travelling on business.</p> <p>Identifying the words 'can' and 'can't' in simple sentences and questions.</p> <p>Listening to a teenager asking for permission to go out. Listening to a radio interview with a man from a museum of archaeology. Listening to telephone messages.</p>
<p><b>6</b></p>	<p><b>Lessons 6A-6D</b></p>	<p>Listening for mood and tone of voice in telephone messages. Listening to two students talking about the school library.</p> <p>Practising names for sports. Practising useful language to talk about hobbies.</p> <p>Practising the past simple. Practising irregular past simple and past participle forms.</p> <p>Practising irregular forms of the past simple. Identifying the speaker's feelings about accepting a job offer by listening to his intonation. Identifying a speaker's opinion from the intonation of the word 'yes'.</p> <p>Checking your knowledge of use of the past simple irregular. Checking your knowledge of adverbs of manner.</p>
<p><b>7</b></p>	<p><b>Lessons 7A-7D</b></p>	<p>Listening to two people ordering food. Listening to someone ordering food in a restaurant. Listening to a woman booking a table at a restaurant.</p> <p>Checking your knowledge of uncountable nouns that represent food.</p> <p>Practising 'there is/are' + countable/uncountable nouns. Practising the present simple of the verb 'to be' with countable and uncountable nouns.</p> <p>Practising the use of 'do' as an auxiliary verb.</p> <p>Practising syllable stress. Identifying the stress pattern in two- and three-syllable words. Practising words and phrases used in restaurants.</p> <p>Practising words for food. Practising the language used in restaurants when eating out with clients or contacts.</p>

<p><b>8</b></p>	<p><b>Lessons 8A-8D</b></p>	<p>Practising consonant sounds.</p> <p>Listening to two people talking about travelling around in a large city. Listening to two people visiting the Transport Museum in London.</p> <p>Practising words used when describing air travel. Practising collocations with 'travel' or 'tourist'. Practising collocations with the verbs 'take', 'have' and 'break'. Practising suggesting solutions to problems.</p> <p>Practising the present simple and present continuous. Contrasting the present simple with the present continuous. Practising using 'let's' for suggestions.</p> <p>Checking your knowledge of the use of the present continuous. Checking your knowledge of the use of the present simple and the present continuous. Checking your knowledge of the use of gerunds and infinitives.</p>
<p><b>9</b></p>	<p><b>Lessons 9A-9D</b></p>	<p>Practising spelling words for clothes. Practising words for parts of the body. Practising words for different types of health problems.</p> <p>Practising imperative verbs. Practising the use of apostrophe 's'. Practising the use of object and subject pronouns and possessive pronouns and adjectives. Practising using the possessive 's'.</p> <p>Listening to instructions given at a gym lesson.</p> <p>Checking your knowledge of imperatives. Checking your knowledge of possessive pronouns.</p> <p>Practising vowel sounds. Recognizing words with and without an initial /h/.</p>
<p><b>10</b></p>	<p><b>Lessons 10A-10D</b></p>	<p>Checking your knowledge of superlatives formed by adding 'the most' before the adjective. Checking your knowledge of the order of two or more adjectives used together. Checking your knowledge of comparatives formed by adding '-er' to the adjective.</p> <p>Identifying the stress pattern in two- and three-syllable words. Identifying whether the final 't' in 'must' or 'mustn't' is pronounced within a sentence.</p> <p>Listening to someone talking about places in a town. Listening to conversations in a shop.</p> <p>Practising the modals of necessity 'must' and 'mustn't'. Practising comparative adjectives. Practising superlatives.</p> <p>Practising words related to places. Practising giving directions in a town.</p>
<p><b>11</b></p>	<p><b>Lessons 11A-11D</b></p>	<p>Listening to two interviews about people's working lives.</p> <p>Checking your knowledge of using 'shall' and 'would' to make offers and invitations. Checking your knowledge of nouns and noun phrases used with 'make' and 'do'.</p> <p>Practising collocations with the verbs 'get', 'do' and 'make'. Practising collocations of verbs and nouns in a work context. Practising jobs and their descriptions. Practising words used to talk about jobs.</p> <p>Practising 'will' and 'won't'. Practising the future with 'going to'. Practising future 'wh-' questions with 'will'.</p> <p>Practising the consonant sounds /v/ and /w/.</p>

<b>12</b>	<b>Lessons 12A-12D</b>	<p>Checking your knowledge of present perfect questions and short answers. Checking your knowledge of 'been' and 'gone'. Checking your knowledge of irregular past participles from A-D. Checking your knowledge of irregular past participles from E-K. Checking your knowledge of irregular past participles from L-R. Checking your knowledge of irregular past participles from S-W. Checking your knowledge of the use of irregular past participles.</p> <p>Practising words you need to talk about music.</p> <p>Practising the present perfect simple with 'ever' and 'never'.</p> <p>Identifying the sounds used when 'to' links with other words in sentences. Practising the weak and strong forms of 'was', 'were', 'can' and 'are'.</p> <p>Listening to a conversation about Sir Ranulph Fiennes, the explorer.</p>
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## Straightforward Pre-Intermediate



Unit	Module	Content
<b>1</b>	<b>Lessons 1A-1D</b>	<p>Identifying a speaker's attitude from the intonation of questions.</p> <p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities. You may wish to ask your students to do a web project. 'Children's literature' provides useful practice for this syllabus item. You may wish to give students additional practice of phone numbers. 'Mobile phone numbers' is a listening activity that provides useful practice of listening to phone numbers.</p> <p>Checking your knowledge of auxiliary verbs. Checking your knowledge of Wh- questions that ask about a subject. Checking your knowledge of Wh- questions that ask about an object. Checking your knowledge of asking questions beginning with 'how'.</p> <p>Listening to a woman talking about her family. Listening to an interview about life in the 1920s. Practising wh- questions. Practising question words.</p> <p>Practising short answers to questions. Practising wh- question formation.</p> <p>Practising phrasal verbs. Practising phrasal verbs that describe what people are doing. Practising common English collocations.</p>
<b>2</b>	<b>Lessons 2A-2D</b>	<p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities. You may wish to ask your students to practise writing. 'Exam stress' provides useful writing practice for this syllabus item.</p> <p>Practising collocations. Practising combinations of verbs or nouns with prepositions. Practising words and phrases you need to talk about education.</p>

		<p>Reading Part 4: understanding global meaning. Choosing the correct answer to five multiple-choice questions on a text about an unusual child. Listening to two English teachers talking about learning English in the future.</p> <p>Checking your knowledge of use of the past simple irregular. Checking your knowledge of the use of used to as a verb and as an adjective. Checking your knowledge of use of the past continuous. Checking your knowledge of past simple and past continuous use.</p> <p>Contrasting the different endings for regular verbs in the past simple.</p> <p>Practising irregular past simple and past participle forms. Practising 'used to' for past habits and states. Listening to people talking about life now and in the past. Contrasting the past simple with the past continuous.</p>
<p><b>3</b></p>	<p><b>Lessons 3A-3D</b></p>	<p>Practising countable and uncountable nouns. Practising the use of 'a', 'some' and 'any'. Practising words indicating quantity: 'much', 'many', 'a lot of', 'a little', 'a few', 'enough'.</p> <p>Listening to six people talking about different aspects of their town.</p> <p>Practising recognizing words with and without an initial 'h'.</p> <p>Checking your knowledge of the uses of indefinite pronouns. Checking your knowledge of the use of 'some', 'any', 'no' and 'a/an'. Checking your knowledge of 'much' v. 'many'. Checking your knowledge of 'little/a little', 'few/a few'.</p> <p>Practising giving directions in a town. Practising words related to houses. Practising words related to places.</p> <p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities. You may wish to ask students to do a web project. 'A trip to Vancouver Canada' provides useful practice for this syllabus item. The sample essay 'A description of my town' provides useful practice for describing towns.</p>
<p><b>4</b></p>	<p><b>Lessons 4A-4D</b></p>	<p>Practising phrasal verbs used to talk about relationships. Practising phrasal verbs with 'get'.</p> <p>Practising long and short vowels. Practising contrasting the different sounds for words spelt with 's'.</p> <p>Listening to a radio interview with a film star.</p> <p>Checking your knowledge of stative verbs. Checking your knowledge of adverbs of frequency. Checking your knowledge of adverbial expressions of frequency. Checking your knowledge of the use of the prepositions of time 'at', 'on', 'in', 'by' and cases when no preposition is used.</p> <p>Practising the present simple. Contrasting the present simple and present continuous. Practising recognition of the verbs that are not normally used in the continuous forms. Practising the prepositions of time 'in', 'on' and 'at'. Practising mixed prepositions.</p> <p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities.</p>

<p><b>5</b></p>	<p><b>Lessons 5A-5D</b></p>	<p>Practising the future with 'will' and 'won't'. Contrasting the use of 'will' and 'going to'. Practising 'will' and 'going to'. Contrasting 'will', 'won't' and 'going to'. Practising making offers and requests. Practising the modal verbs 'can', 'could' and 'may'.</p> <p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities. You may wish to ask students to do a web project. 'Heathrow airport' provides useful practice for this syllabus item.</p> <p>Listening to someone talking about his trip to South America.</p> <p>Identifying polite or impolite intonation in requests.</p> <p>Checking your knowledge of when to use the future with 'will/won't'. Checking your knowledge of the different uses of the future with 'going to'. Checking your knowledge of how to use 'can' and 'may'.</p> <p>Practising to a conversation about pony-trekking. Practising verbs and nouns for holiday activities. Practising words related to travel. Practising words used to talk about airports.</p>
<p><b>6</b></p>	<p><b>Lessons 6A-6D</b></p>	<p>Practising the language used in restaurants when eating out with clients or contacts. Practising words and phrases used in cooking. Practising words related to eating and drinking.</p> <p>Listening activity you listen to three sets of information about food and complete a text. Reading Part 4: understanding details, attitudes and opinions and the purpose of a text by choosing the correct answer to questions about an article on 'greasy spoons' (cheap English cafés).</p> <p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities. You may wish to ask students to do a web project. 'Chocolate' and 'Food around the USA' provide useful practice for this syllabus item.</p> <p>Practising comparative and superlative adjectives. Practising superlatives. Practising comparatives and superlatives. Contrasting the use of 'too' and 'enough'.</p> <p>Identifying the stress pattern in two- and three-syllable words.</p> <p>Checking your knowledge of irregular comparatives. Checking your knowledge of the uses of emphasizees. Checking your knowledge of the uses of amplifiers. Checking your knowledge of the uses of down toners.</p>
<p><b>7</b></p>	<p><b>Lessons 7A-7D</b></p>	<p>Practising words and phrases used to talk about work. Practising words and phrases used to talk about skills and qualifications. Practising words and phrases commonly used in letters of application. Practising phrases often used in job interviews.</p> <p>Listening to a conversation about how people are selected for job interviews.</p> <p>Practising the present perfect. Practising present perfect questions. Practising word order with adverbs of time. Practising the past simple and the present perfect.</p> <p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities.</p> <p>Contrasting the vowel sounds /æ/ and /ʌ/ in sentences.</p>

		<p>Checking your knowledge of the present perfect affirmative. Checking your knowledge of the present perfect negative. Checking your knowledge of the use of the present perfect.</p>
<b>8</b>	<b>Lessons 8A-8D</b>	<p>Checking your knowledge of using the present simple to talk about fixed future events. Checking your knowledge of the use of the present simple to talk about the future in subordinate clauses. Checking your knowledge of using 'can', 'could', 'may' and 'might' to talk about possibility. Checking your knowledge of adjectives + the infinitive.</p> <p>Practising the use of future forms: 'will' and the present continuous. Practising the use of the present continuous. Practising the use of future forms. Practising the present continuous. Practising a variety of future tenses for predictions and assumptions.</p> <p>Practising word stress.</p> <p>Listening to two English teachers talking about learning English in the future.</p> <p>Practising words made up of two nouns. Practising everyday language.</p> <p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities.</p>
<b>9</b>	<b>Lessons 9A-9D</b>	<p>Checking your knowledge of the present simple passive form. Checking your knowledge of the past simple passive form. Checking the use of 'by' + agent in passive sentences. Checking your knowledge of the use of the agent in passive sentences. Checking your knowledge of adjectives ending in -ed and -ing and adjectives ending in '-ed' followed by a preposition.</p> <p>Listening to a radio competition about film trivia. Reading a text about famous pets.</p> <p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities. You may wish to ask your students to do Intermediate Test 02, which provides useful practice of prepositions of time, passives and the language used to talk about how cartoons are made.</p> <p>Distinguishing between words which contain diphthongs and words which don't.</p> <p>Placing adjectives in the correct order and help the cinema manager advertise his films. Practising names of types of TV programmes.</p> <p>Practising the present passive. Practising the past passive. Practising the use of active and passive voice. Practising '-ed' and '-ing' adjective endings.</p>
<b>10</b>	<b>Lessons 10A-10D</b>	<p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities.</p> <p>Contrasting the vowel sounds /ɔ:/ and /ɜ:/ in single words.</p> <p>Checking your knowledge of the use of the prepositions of time 'for' and 'since'. Checking your knowledge of the difference between the use of the past simple and the present perfect.</p> <p>Practising the prepositions of time 'for' and 'since' and the adverb of time 'ago'. Practising the present perfect with 'for' or 'since'. Practising 'for' and 'since' with the present perfect. Practising word order with adverbs of time.</p>

		<p>Practising collocations. Practising words for different types of health problems. Practising the correct use of words and the understanding of a text about health and safety in the workplace.</p> <p>Listening to two teenagers talking about a healthier lifestyle.</p>
<p><b>11</b></p>	<p><b>Lessons 11A-11D</b></p>	<p>Practising the sounds /θ/ and /ð/.</p> <p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities.</p> <p>Practising words related to technology and clothes. Practising expressions that are useful when shopping. Practising finding the meaning of definitions.</p> <p>Practising the modal verbs 'must / mustn't'. Practising the modal verbs 'mustn't' and 'don't have to'. Practising the modal verbs 'mustn't', 'don't have to', 'don't need to' and 'needn't'. Practising the modal verbs 'must', 'can' and 'needn't'.</p> <p>Checking your knowledge of the use of 'have to' to talk about obligation. Checking your knowledge of 'must' and 'have to'. Checking knowledge of using 'mustn't' and 'don't have to' to talk about obligation and necessity. Checking your knowledge of the form and uses of the infinitive.</p> <p>Reading to extract the main points made in a text about shoppers and retail companies. Listening to an interview about fashions in the 60s and 70s</p>
<p><b>12</b></p>	<p><b>Lessons 12A-12D</b></p>	<p>Practising prepositions of movement and verbs used for describing movement. Practising relative pronouns.</p> <p>Checking your knowledge of the prepositions of place 'into/out of', 'onto/off', 'over/under', 'to/from' and 'up/down'. Checking your knowledge of the prepositions of movement 'across', 'along', '(a)round', 'past' and 'through'. Checking your knowledge of relative pronouns. Checking your knowledge of the omission of object pronouns in relative clauses. Checking your knowledge of the differences between British and American English vocabulary. Checking your knowledge of preposition use in British and American English.</p> <p>Identifying the main syllable stress in countries and nationalities.</p> <p>Listening to somebody talk about changed arrangements.</p> <p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities. You may wish to ask students to do a web project. 'Festivals around the world' provides useful practice for this syllabus item.</p> <p>Practising the use of nationality nouns and adjectives.</p>



Unit	Module	Content
1	Lessons 1A-1D	<p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities. You may wish to ask your students to do a web project. 'Festivals around the World' provides useful practice for this syllabus item.</p> <p>Contrasting the present simple and present continuous. Practising the present simple and the present continuous. Practising question words.</p> <p>Checking your knowledge of stative verbs. Checking your knowledge of Wh- questions that ask about a subject. Checking your knowledge of Wh- questions that ask about an object. Checking your knowledge of present simple and continuous use.</p> <p>Listening to a journalist from a men's fashion magazine, CHAPS, stopping four men in the street and asking them about their self-image and rearranging words to make correct questions. Understanding global meaning by choosing the correct answer to five multiple-choice questions on a text about an unusual child.</p> <p>Practising phrasal verbs that describe what people are doing. Practising word formation. Practising phrasal verbs.</p>
2	Lessons 2A-2D	<p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities. You may wish to ask your students to do a web project. 'Culture and recreation in Australia' provides useful practice for this syllabus item.</p> <p>Checking your knowledge of the difference between the use of the past simple and the present perfect. Checking your knowledge of the use of the prepositions of time, 'for' and 'since'. Checking your knowledge of the use of 'ever' and 'never'.</p> <p>Listening to information about Framlingham Castle and choosing the correct answers. Deciding if statements about a text on a trip to Arundel Castle are true or false.</p> <p>Practising the present perfect and the past simple. Practising the past simple. Practising separable and non-separable phrasal verbs.</p> <p>Practising words for journeys. Practising collocations.</p> <p>Identifying the correct tense in sentences.</p>

<p><b>3</b></p>	<p><b>Lessons 3A-3D</b></p>	<p>Practising vocabulary associated with things you might say or be told in a hotel. Reading three advertisements offering accommodation and matching vocabulary and abbreviations with their definitions. Practising ways of making requests.</p> <p>Identifying polite or impolite intonation in requests.</p> <p>Checking your knowledge of using can, may or be allowed to to ask for and give permission. Checking your knowledge of using forms of 'must', 'need' and 'have to' to talk about obligation and necessity.</p> <p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities.</p> <p>Practising the modal verbs 'can't' and 'must'. Practising the modal verbs 'mustn't', 'don't have to', 'don't need to' and 'needn't'. Practising making offers and requests.</p> <p>Listening to a teenager describing his bedroom. Understanding people's opinions and feelings as well as specific information by listening to a couple talking about inviting an exchange student to stay with them and their daughter,</p>
<p><b>4</b></p>	<p><b>Lessons 4A-4D</b></p>	<p>Practising the weak and strong forms of 'was', 'were', 'can' and 'are'.</p> <p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities. You may wish to ask your students to write a short narrative. FCE Writing Part 2 provides useful practice for this syllabus item. Although you may think that the level is somewhat high, you may use it as a model and students then produce according to their level.</p> <p>Contrasting the past simple and past continuous. Contrasting the past simple and past perfect. Practising 'so' and 'neither' and the auxiliary verbs that you use with them in short responses. Completing a text about British superstitions using the first conditional.</p> <p>Reading for specific information and deciding if statements about a text on the sport of BASE jumping are true or false. Listening to a conversation about lucky charms.</p> <p>Checking your knowledge of past simple and past continuous use. Checking your knowledge of the use of the past simple and the past perfect. Checking your knowledge of 'both ... and', 'either ... or', 'neither ... nor'. Checking your knowledge of the connectors of time.</p>
<p><b>5</b></p>	<p><b>Lessons 5A-5D</b></p>	<p>Practising the consonants /s/, /z/ and /ʃ/.</p> <p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities.</p> <p>Practising comparatives using '-er ... than', 'more ... than' and 'less ... than'. Practising comparative and superlative adjectives and adverbs. Using prefixes to make negative adjectives.</p> <p>Practising negative adjective prefixes. Practising words associated with marketing.</p> <p>Checking your knowledge of irregular comparatives. Checking your knowledge of '(not) as ... as' and 'less ... than'. Checking your knowledge of the comparatives of adverbs.</p> <p>Listening to a telephone sales person trying to sell an advertisement. Reading a text about IKEA and looking for specific information.</p>

<p><b>6</b></p>	<p><b>Lessons 6A-6D</b></p>	<p>Listening to an aircraft announcement.</p> <p>Practising the present continuous. Practising 'will', 'going to' or the present continuous to complete short conversations. Practising the future with 'will' and 'won't'. Practising embedded questions.</p> <p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities. You may wish to ask your students to do a web project. 'Bermuda's Highlights' provides useful practice for this syllabus item.</p> <p>Practising verbs with 'go' and 'get'. Practising words for journeys. Playing a game identifying words that collocate in sentences related to travelling in order to get through the haunted graveyard.</p> <p>Checking your knowledge of when to use the future with 'will/won't'. Checking your knowledge of the different uses of the future with 'going to'. Checking your knowledge of the different tenses to talk about the future.</p> <p>Practising syllable stress.</p>
<p><b>7</b></p>	<p><b>Lessons 7A-7D</b></p>	<p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities.</p> <p>Practising the present perfect continuous. Contrasting the present perfect simple and continuous. Practising the present perfect simple and continuous. Practising structures used for giving advice to someone who has not been working at a company for long.</p> <p>Practising phrasal verbs used to talk about relationships.</p> <p>Checking your knowledge of when to use the present perfect continuous. Checking your knowledge of the use of the present perfect simple and continuous. Checking your knowledge of using 'should' and 'ought to' to give advice and opinions.</p> <p>Identifying the speaker's feelings about accepting a job offer by listening to his intonation and clicking on sure or unsure. Identifying speakers' attitudes from their intonation by listening to people talking about their holidays and choosing the correct attitude for each speaker.</p>
<p><b>8</b></p>	<p><b>Lessons 8A-8D</b></p>	<p>Distinguishing the sounds /ʊ/ and /u:/ in single words.</p> <p>Listening to a plan to kidnap a racehorse for money.</p> <p>Practising different types of news categories. Playing a game recognizing and matching phrasal verbs with drawings.</p> <p>Checking your knowledge of the uses of the second conditional. Checking your knowledge of the uses of the third conditional. Checking your knowledge of how to use 'would' with the second and third conditionals. Checking your knowledge of how to use 'would' to make offers.</p> <p>Practising the second conditional. Practising zero, first, second and third conditional sentences. Completing sentences using the first, second and third conditional. Practising making offers and requests.</p> <p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities.</p>

<p><b>9</b></p>	<p><b>Lessons 9A-9D</b></p>	<p>Practising 'so' and 'enough', and 'so/too' followed by 'much/many', 'little' and 'few' and choosing the correct answer to complete sentences. Using determiners to complete a newspaper article about a survey asking people about social issues. Using articles to complete a text about marketing strategies.</p> <p>Listening to two people talking about a late delivery and noting the details which need to be included in an email to the customer. Listening to someone making a complaint.</p> <p>Practising phrases you might need while shopping. Using common compound nouns to complete a text about email. Practising phrasal verbs with 'take'. Practising the use of collocations relating to telephone language.</p> <p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities. You may wish to ask your students to do a web project. 'High Street Stores' is about high street stores in the UK and it provides useful practice for this syllabus item.</p> <p>Checking your knowledge of '(not) enough' and 'too + adjective + infinitive' and putting the words in the correct order. Checking your knowledge of 'little/a little', 'few/a few' and choosing the right words to complete the sentences. Checking your knowledge of 'all', 'half', 'none', 'the whole', 'most' and selecting the correct words to complete the sentences.</p>
<p><b>10</b></p>	<p><b>Lessons 10A-10D</b></p>	<p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities.</p> <p>Practising the modal verbs 'can't' and 'must'. Practising modals of deduction, 'must' and 'can't', and of possibility, 'might' and 'could'. Practising the past simple and present perfect to complete a text about UFOs. Practising the structure of verbs followed by objects plus the infinitive.</p> <p>Identifying the main stress in pairs of sentences with changing information.</p> <p>Listening to the description of the Nazca Lines in Peru. Focusing on detailed comprehension of points made, opinions expressed and vocabulary used in a text about UFOs.</p> <p>Grouping nouns with their related nouns and adjectives. Practising negative adjective prefixes.</p> <p>Checking your knowledge of using 'must' and 'can't' to talk about things you are certain of and to make deductions. Checking your knowledge of using 'can', 'could', 'may', and 'might' to talk about possibility. Checking your knowledge of the structure verb + object + infinitive. Checking your knowledge of the structure object + infinitive without 'to'.</p>

<p><b>11</b></p>	<p><b>Lessons 11A-11D</b></p>	<p>Practising all forms of the passive. Contrasting active and passive verbs. Practising question tags. Practising the /ɪə/ and /eə/ vowel sounds.</p> <p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities. You may wish to ask your students to do a web project. 'Sport in the USA' is about different American sports and provides useful practice for this syllabus item.</p> <p>Practising phrasal verbs used to talk about sports and hobbies. Practising names of sports. Playing a game to identify words that collocate relating to sports.</p> <p>Checking your knowledge of active and passive voice. Checking your knowledge of passive modals. Checking your knowledge of the way in which we use 'have something done'. Checking your knowledge of question and reply tags. Checking your knowledge of question tags. Checking your knowledge of nouns and noun phrases used with 'make' and 'do'.</p> <p>Listening to a conversation about windsurfing.</p>
<p><b>12</b></p>	<p><b>Lessons 12A-12D</b></p>	<p>Identifying polite or impolite intonation in questions. Identifying polite or impolite intonation in requests.</p> <p>Checking your knowledge of the tense changes used in reported speech. Checking your knowledge about reported speech. Checking your knowledge of reporting verbs. Checking your knowledge of 'Wh-' reported questions. Checking your knowledge of 'yes/no' reported questions.</p> <p>Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities. Remember that you can search 'News Items' for newspaper articles related to this syllabus item. You may wish to pre-teach the most difficult vocabulary items of the reading texts before the students do the activities. You may wish to ask your students to write a report. 'Teenagers at work' provides useful practice for this syllabus item. Although you may think that the level is somewhat higher than your students', you may take advantage of this task to introduce them to the layout and style of report-writing.</p> <p>Practising reporting verbs. Practising reported statements. Practising reported questions. Practising direct and reported speech.</p> <p>Reading a text about the Wall Street Crash of 1929.</p> <p>Practising words used to talk about money. Matching business and money words with the correct definition. Practising words that are often confused. Playing a problem-solving game by creating a successful business on a new planet.</p>



Unit	Module	Content
1	<b>Lessons 1A-1D</b>	<p>Choosing the correct meanings of idiomatic expressions to complete a text about a film review. Listening to an interview with a schoolgirl who has her own successful company.</p> <p>Practising the correct forms of given words to complete a text about a prize holiday. Practising verb collocations. Practising words related to spare time.</p> <p>Checking your knowledge of how to use narrative tenses correctly.</p> <p>Practising the past simple and present perfect simple and continuous. Practising the past simple, present perfect and present perfect continuous. Practising the past simple, past continuous and past perfect. Practising the past simple, present perfect, past perfect simple and continuous. Practising 'wh-' clauses.</p> <p>Identifying the main stress in pairs of sentences with changing information.</p>
2	<b>Lessons 2A-2D</b>	<p>Practising 'used to' for past habits and states. Practising describing past habits/ customs with 'used to'. Practising phrasal verbs. Reading two texts that express opposing views on the same topic and deciding whether a series of statements about the text are true, false or unclear.</p> <p>Listening to a woman talking about a trip she has been on and deciding which words are stressed in each sentence. Identifying attitude by listening to sentence intonation and stress.</p> <p>Reading a text about sea birds and answering a multiple-choice question. Reading a text about the migration of swans. Listening to a husband and wife talking about small creatures and insects which live in and around their home and garden.</p> <p>Checking your knowledge of 'would' and 'used to' to talk about past habits and states.</p> <p>Practising verbs with 'go' and 'get'. Selecting language used to ask for and express opinions and rearranging the words in the sentences to express polite disagreement.</p>
3	<b>Lessons 3A-3D</b>	<p>Practising articles and reading comprehension in a text about a family business. Practising the use of pronouns in relative clauses. Practising 'wh-' clauses. Practising participle clauses.</p> <p>Practising compound adjectives used to describe people. Practising adjectives that collocate with nouns.</p> <p>Identifying clusters of three or more consonant sounds.</p> <p>Listening to an interview about fashions in the 60s and 70s. Listening to three people discussing cosmetic surgery.</p> <p>Checking your knowledge of the use of the participle in clauses. Checking your knowledge of the difference between defining and non-defining relative clauses. Checking your knowledge of the use of the gerund.</p>

<p><b>4</b></p>	<p><b>Lessons 4A-4D</b></p>	<p>Listening to an interview with a firefighter. Listening to a lecturer talking about the Levellers, a radical political movement in the English Civil War. Listening to a lecture about the life of Mahatma Gandhi.</p> <p>Listening to compound nouns in sentences and deciding which part of the noun is stressed. Practising homophones.</p> <p>Contrasting the present perfect simple and the present perfect continuous. Practising the past simple and present perfect. Practising prepositions.</p> <p>Practising suffixes used to make adjectives into nouns. Practising homophones.</p> <p>Checking your knowledge of the affirmative form of the present perfect continuous. Checking your knowledge of the connectors of purpose.</p>
<p><b>5</b></p>	<p><b>Lessons 5A-5D</b></p>	<p>Practising word formation. Practising fixed phrases. Selecting the correct words to complete a text about ancient art.</p> <p>Practising distinguishing between long and short vowel sounds in sentences. Practising long and short vowels.</p> <p>Reading a short text on the art movement known as Impressionism and deciding on the meaning of a series of words in the context of the text. Matching pieces of information with the sections of a text about art in Toronto Airport. Listening to different people talking about a book they have read and deciding whether statements are true or false.</p> <p>Practising the past perfect. Contrasting the use of the past simple with the past perfect.</p> <p>Checking your knowledge of how to use narrative tenses correctly. Checking your knowledge of the use of the past perfect and past perfect continuous.</p>
<p><b>6</b></p>	<p><b>Lessons 6A-6D</b></p>	<p>Identifying stress in questions in the second conditional. Identifying the changing syllable stress in nouns and their corresponding adjectives. Contrasting diphthongs and long vowel sounds.</p> <p>Practising expressing regret with 'wish', 'if only' and some conditional clauses. Practising the second and third conditional. Completing conditional sentences. Practising 'wish' and 'if only'.</p> <p>Practising political vocabulary.</p> <p>Listening to a lecture about former British Prime Minister Winston Churchill.</p> <p>Checking your knowledge of the affirmative form of the third conditional. Checking your knowledge of unreal tenses.</p>

<p><b>7</b></p>	<p><b>Lessons 7A-7D</b></p>	<p>Checking your knowledge of the uses of the future perfect. Checking your knowledge of when to use the future continuous. Checking your knowledge of the future with 'will', the future continuous and the future perfect.</p> <p>Listening to a lecture about the effects of climate change, such as increased rainfall, flooding and rising sea levels. Matching pieces of information with the sections of the text in which they are mentioned.</p> <p>Practising a variety of future tenses. Practising future perfect statements and questions. Practising the future perfect and continuous, 'will' and 'going to'.</p> <p>Practising words relating to environmental issues. Practising phrasal verbs.</p> <p>Practising vowel sounds. Contrasting words spelt with 'ou'.</p>
<p><b>8</b></p>	<p><b>Lessons 8A-8D</b></p>	<p>Checking your knowledge of 'must' and 'have to'.</p> <p>Practising the correct use of words and understanding of an article about health and safety in the workplace. Practising common idioms of health and sickness. Practising words for different types of health problems. Practising avoiding vocabulary errors in academic writing by choosing the correct words to complete a text about alternative medicine.</p> <p>Contrasting the use of 'have to', 'don't have to' for obligation, and 'should', 'shouldn't' for advice. Practising a variety of modal verbs and the structures that follow them. Practising modal verbs of permission, obligation and recommendation.</p> <p>Listening to part of a discussion about nutrition. Listening to a nutritionist talking about food and drink. Reading three texts which discuss different aspects of complementary medicine, identifying the writer's purpose in each text and answering questions about how the writer gets his or her message across.</p> <p>Focusing on the informal spoken contractions common in informal speech.</p>
<p><b>9</b></p>	<p><b>Lessons 9A-9D</b></p>	<p>Practising adjective word order in complex noun phrases. Practising ordering adjectives. Practising the order of adjectives in descriptions. Practising prepositions following verbs, nouns and adjectives. Practising the use of 'although', 'despite' and 'in spite of'.</p> <p>Practising phrasal verbs related to crime. Identifying polite or impolite intonation in questions.</p> <p>Listening to someone talking about two thieves who tried to steal a mobile phone. Listening to a conversation between a shop owner and a security expert about preventing shoplifting.</p> <p>Checking your knowledge of common adjectives followed by the prepositions 'about', 'at', 'by' and 'for'. Checking your knowledge of connectors of contrast.</p>

<p><b>10</b></p>	<p><b>Lessons 10A-10D</b></p>	<p>Distinguishing between questions that ask for information and questions asked when the speaker thinks they already know the answer. Identifying the stressed word in information questions.</p> <p>Checking your knowledge of how to use reporting verbs.</p> <p>Filling gaps in a text about office work with sentences that have been removed from the text. Listening to five people talking about holiday jobs and match opinions with each speaker.</p> <p>Practising phrases often used in job interviews. Practising common collocations in business language. Practising the phrases used when talking about jobs and job interviews. Practising the correct words to complete a text about jobs that involve working outdoors.</p> <p>Practising reporting verbs like 'agree', 'accuse', 'insist', etc. Practising reporting questions. Practising asking questions during a job interview.</p>
<p><b>11</b></p>	<p><b>Lessons 11A-11D</b></p>	<p>Practising the use of the definite article 'the', and the zero article. Practising the articles 'a', 'an', 'the' or zero article (-).</p> <p>Practising words related to places.</p> <p>Practising the correct pronunciation of 'th'. Identifying the schwa sound in sentences. Checking your knowledge of the indefinite article.</p> <p>Checking your knowledge of the zero article. Checking your knowledge of the definite article. Checking your knowledge of the uses of 'so', 'such', 'too', 'enough' and 'quite'.</p> <p>Reading a text about geological features in the valley of Glencoe and labelling a diagram with the features you find in the text. Filling gaps in a text with sentences that have been removed from the text by keying in the correct sentence letters. Listening to a conversation about Gibraltar.</p>
<p><b>12</b></p>	<p><b>Lessons 12A-12D</b></p>	<p>Practising variable stress patterns that affect meaning.</p> <p>Checking your knowledge of the passive voice. Checking your knowledge of the passive form of 'make' + infinitive. Checking your knowledge of the use of 'have somebody / something do something'.</p> <p>Practising words that are often confused. Practising words used to talk about money. Practising phrasal verbs.</p> <p>Practising the passive. Practising 'have' followed by an object plus infinitive without 'to' or an '-ing' form. Practising phrasal verbs.</p> <p>Listening to people talking about crimes. Listening to a burglar talking to his friend.</p>



Unit	Module	Content
1	<b>Lessons 1A-1D</b>	<p>Checking your knowledge of when to use the past perfect continuous. Checking your knowledge of the affirmative form of the future perfect continuous. Checking your knowledge of the future perfect simple and the future perfect continuous.</p> <p>Identifying the changing syllable stress in nouns and their corresponding adjectives.</p> <p>Practising the past perfect simple and continuous. Practising the present continuous for future use. Practising pronoun reference.</p> <p>Reading to understand text structure. Listening to advice about three different problems.</p> <p>Completing a text about a very old man in Britain who is still working. Practising forming nouns from verbs. Practising using suffixes to make nouns from verbs.</p>
2	<b>Lessons 2A-2D</b>	<p>Identifying interested intonation in questions.</p> <p>Checking your knowledge of the form and uses of the infinitive. Checking your knowledge of the infinitive without 'to'. Checking your knowledge of the structure 'the ... the'. Checking your knowledge of double comparatives.</p> <p>Practising verbs followed by the gerund or the infinitive. Practising verbs followed by an '-ing' form or infinitive with a change in meaning. Keying in the missing words to complete a text about the influence of music lessons on children's ability to remember things.</p> <p>Selecting the correct words to complete a text on memory. Practising verb collocations.</p> <p>Reading a text on memory and choosing the correct option in multiple-choice questions. Reading a text on memory and deciding whether statements are True, False, or Not Given. Listening to five people talking about a museum and matching opinions with each speaker.</p>
3	<b>Lessons 3A-3D</b>	<p>Listening to parents talking to their daughter about mobile phones and choosing the correct answers to multiple-choice questions. Reading a text about approaches in different countries to the growing problem of environmental pollution caused by plastic bags. Keying in the correct paragraph letters to complete a text about people who start and run their own businesses. Listening to a passage about tourists polluting the environment.</p> <p>Practising the use of 'What' at the beginning of sentences for emphasis. Practising fronting.</p> <p>Identifying the main stress in pairs of sentences with changing information.</p> <p>Practising finding the meaning of definitions and reading to extract the main points made in a text. Practising suffixes used to make nouns into adjectives. Practising suffixes used to make adjectives into nouns. Using context to work out the meaning of words.</p>

<p><b>4</b></p>	<p><b>Lessons 4A-4D</b></p>	<p>Practising verbs describing ways of speaking. Practising phrasal verbs.</p> <p>Checking your knowledge of how verbs used in reported speech are used in academic English.</p> <p>Contrasting voiced and unvoiced fricatives.</p> <p>Reading an article about what makes people happy and selecting appropriate academic words to complete the text. Listening to a conference participant complaining. Listening to someone making a complaint about a service. Choosing the correct option to answer multiple-choice questions on a text about ghostwriters - people who write books on behalf of other people. Choosing the correct option to answer multiple-choice questions on a text about laughter.</p> <p>Practising reported speech. Practising reported speech with infinitives and '-ing' forms.</p>
<p><b>5</b></p>	<p><b>Lessons 5A-5D</b></p>	<p>Practising defining and non-defining relative clauses. Practising the use of prepositions in relative clauses. Practising mixed conditional tenses. Practising structures which are variations on the first, second and third conditionals.</p> <p>Checking your knowledge of the difference between defining and non-defining relative clauses. Checking your knowledge of inversion in conditional sentences.</p> <p>Completing a text about people who start and run their own businesses. Listening to a business report about a Swiss watchmaker. Listening to a conversation about the book 'Men are from Mars, Women are from Venus'.</p> <p>Practising words associated with how well companies are performing. Practising words related to running a business.</p> <p>Practising questions with tags.</p>
<p><b>6</b></p>	<p><b>Lessons 6A-6D</b></p>	<p>Listening and clicking on semi-vowels which join the words in bold in each phrase. Identifying the /r/ sound used in connected speech.</p> <p>Choosing the most appropriate words and phrases to complete an extract from an academic essay about obesity in children. Practising mixed phrasal verbs. Keying in the correct forms of the words in brackets to complete an article about the effects of cleaning products on health.</p> <p>Reading an article that discusses the impacts on health of banning smoking in public places and looking for more formal equivalents for a number of different expressions. Focusing on detailed comprehension of points made, information given, opinions and feelings expressed and aims of speaking in three short conversations. Selecting the correct option to answer questions on a text about smoking in the developing world.</p> <p>Practising passive '-ing' forms. Practising passive infinitives. Practising the passive and causatives. Keying in the missing words to complete a text about how much TV very young children in Britain watch.</p> <p>Checking your knowledge of the passive infinitive.</p>

7	<b>Lessons 7A-7D</b>	<p>Practising expressions used to talk about legal and moral obligation. Focusing on vocabulary related to writing books for children. Practising vocabulary connected with legal matters in business. Practising phrasal verbs related to crime.</p> <p>Reading and focusing on detailed comprehension of points made, information given, opinions expressed and literary style used in three short texts. Listening to people talking about crimes.</p> <p>Identifying polite intonation.</p> <p>Checking your knowledge of participle clauses in academic English. Checking your knowledge of how structures using certain words and phrases followed by a gerund are used in academic English.</p> <p>Practising linking with '-ing' clauses. Practising relative pronouns. Practising phrasal verbs.</p>
8	<b>Lessons 8A-8D</b>	<p>Checking your knowledge of the use of long noun phrases (or noun strings) in academic English. Checking your knowledge of the use of noun forms (nominalization) in academic English. Checking your knowledge of the use of 'of'.</p> <p>Listening to a conversation about friends and choosing the correct answers to multiple-choice questions. Focusing on detailed comprehension of points made, information given, opinions expressed and literary style used in three short texts on the subject of relationships. Listening to a twin, Pauline, talking about life with her twin Diana. Listening to someone from the Marriage Guidance Organization talking about the type of problems it helps couples with. Focusing on detailed comprehension of points made and opinions expressed in a text about a rock star.</p> <p>Practising the use of prepositions after certain nouns.</p> <p>Identifying the correct stress pattern for multi-syllable noun and verb forms.</p> <p>Practising collocations to complete a text about how to boost your self-esteem. Practising word formation to complete a text about the study of handwriting.</p>
9	<b>Lessons 9A-9D</b>	<p>Practising making offers and requests. Practising future tenses and past tense modals. Practising inversions.</p> <p>Listening to five different people talking about their homes and keying in the correct answers to match speakers to choices in two different tasks. Understanding specific information and completing sentences. Matching statements with the publishing companies to which they refer.</p> <p>Checking your knowledge of how to use 'wouldn't' to talk about lack of willingness. Checking your knowledge of how to use 'would' to talk about repeated actions in the past. Checking your knowledge of the use of negative expressions that require inversion.</p> <p>Distinguishing between formal and informal requests.</p> <p>Practising verbs and nouns for holiday activities. Practising collocations. Practising words connected with travel.</p>

<p><b>10</b></p>	<p><b>Lessons 10A-10D</b></p>	<p>Testing your knowledge of future tenses and past tense modals. Practising a variety of modal verbs. Practising the use of the structure 'd better' + infinitive without 'to' for giving advice. Practising phrasal verbs with two prepositions.</p> <p>Checking your knowledge of using the present simple to talk about fixed future events. Checking your knowledge of the use of the present simple to talk about the future in subordinate clauses. Checking your knowledge of how to use the present simple of 'be' to talk about events in the future.</p> <p>Listening to an interview with a schoolgirl who has her own successful company. Reading a text about people who gave up TV for a month and answering questions about it.</p> <p>Practising contrastive word stress.</p> <p>Selecting the correct word to complete a text about someone who made and appeared in wildlife programmes on British television. Practising expressions used to talk about differences and similarities to complete sentences about TV soaps.</p>
<p><b>11</b></p>	<p><b>Lessons 11A-11D</b></p>	<p>Identifying the purpose and feeling of speakers.</p> <p>Checking your knowledge of 'no', 'none/none of', 'neither of'. Checking your knowledge of 'a lot of', 'lots of', 'loads of', 'several'.</p> <p>Practising a variety of quantifiers. Practising the use of determiners. Practising structures used with 'prefer' and 'would rather'. Practising unreal tenses.</p> <p>Practising verbs describing ways of looking. Practising verbs describing ways of moving.</p> <p>Keying in the correct paragraph letters to complete a text about some research on artists. Reading and selecting the correct answers to multiple-choice questions on texts that are all connected with the subject of music. Listening to a speaker talking about the life of Andy Warhol.</p>
<p><b>12</b></p>	<p><b>Lessons 12A-12D</b></p>	<p>Reading about scientific exploration on Mars and choosing the correct vocabulary to complete the text. Listening to an interview with a radio presenter of a science programme and choosing the correct answers to multiple-choice questions. Listening to a radio programme about transparent buildings and keying in missing information to complete sentences.</p> <p>Practising collocations. Practising words related to technology and clothes. Choosing the correct word for text completion and reading for summary completion. Practising phrasal verbs to do with computers. Practising the formation of negative words.</p> <p>Practising identifying stressed words within sentences.</p> <p>Testing your knowledge of wishes/regrets and connectors. Testing your knowledge of conditionals and relative pronouns: '-ever'.</p>