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Coursebook contents

Module 1 Individuals

| Unit | Topic | Language study | Vocabulary | Main skills |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Behave! pages 2–5 | <ul style="list-style-type: none"> Eccentrics Are you a nonconformist? | <ul style="list-style-type: none"> Contrast (discourse markers) | <ul style="list-style-type: none"> Behavioural traits (adjectives and their collocations) Taking turns in a discussion | <ul style="list-style-type: none"> Reading: predicting and checking; summarising information Speaking: discussing types of behaviour; discussing pressure to conform in different countries; taking turns and interrupting Listening: identifying main information Pronunciation: stress and intonation in discussions |
| 2 Form and function pages 6–9 | <ul style="list-style-type: none"> Modern wonders (buildings and design) Your workspace and you | <ul style="list-style-type: none"> Describing buildings, places and objects (structures used to describe nouns) | <ul style="list-style-type: none"> Compound adjectives Expressing sympathy and annoyance | <ul style="list-style-type: none"> Reading: understanding gist Speaking: discussing architecture and design preferences; sympathising and expressing annoyance; talking about workspaces Writing: a description of your favourite place Listening: understanding gist and identifying key topics; understanding vocabulary in context |
| 3 It's up to you! pages 10–13 | <ul style="list-style-type: none"> Moments in time (the best day of my life) Changing the world (supporting causes by wearing wristbands) | <ul style="list-style-type: none"> Adding emphasis | <ul style="list-style-type: none"> Social issues and direct action | <ul style="list-style-type: none"> Listening: understanding gist and key information; understanding vocabulary in context Speaking: describing one of the best days of your life; talking about social issues and direct action Reading: understanding main information Writing: a message board thread and comments |
| 4 No pain no gain pages 14–17 | <ul style="list-style-type: none"> Getting to the top (life of a sumo wrestler) What motivates you? | <ul style="list-style-type: none"> Three-part phrasal verbs | <ul style="list-style-type: none"> Proverbs and idioms: success Motivation | <ul style="list-style-type: none"> Reading: identifying key information Speaking: talking about success, motivation and overcoming problems; explaining causes and results; discussing an autobiography Listening: understanding gist and key information Writing: a blurb for a biography |
| 5 Review unit pages 18–21 | <ul style="list-style-type: none"> Extra practice pages 22–25 Grammar reference and wordlist pages 26–28 Listening scripts pages 30–31 Communication activities pages 29, 32 | | | |

Module 2 Pairs

| Unit | Topic | Language study | Vocabulary | Main skills |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Telling tales pages 34–37 | <ul style="list-style-type: none"> A chance encounter (extract from <i>An equal music</i>) The end of a nightmare (extract from <i>A goat's song</i>) | <ul style="list-style-type: none"> Connecting events using the perfect | <ul style="list-style-type: none"> Feelings (nouns and adjectives) Books and reading | <ul style="list-style-type: none"> Reading: speculating about and analysing key features of a literary text Speaking: describing emotions; discussing literary texts; talking about books and reading Listening: identifying key information and key features of a literary narrative Writing: a short narrative |
| 2 A perfect world pages 38–41 | <ul style="list-style-type: none"> Seeking perfection (designer babies) Nobody's perfect (perfectionists) | <ul style="list-style-type: none"> Focusing attention on important information | <ul style="list-style-type: none"> Collocations: discussion issues Phrasal verbs: debate and discussion Phrases to express surprise or indifference | <ul style="list-style-type: none"> Reading: understanding key information and text structure Speaking: discussing genetic engineering and other current affairs topics; talking about perfection and perfectionists; expressing surprise and indifference Writing: a short article Listening: identifying key information Pronunciation: stress and intonation when expressing surprise and indifference |
| 3 Modern-day icons pages 42–45 | <ul style="list-style-type: none"> Keeping a legend alive (a tribute artist, nostalgia) How star-struck are you? | <ul style="list-style-type: none"> Spoken phrases with <i>say</i> and <i>speak</i> | <ul style="list-style-type: none"> Idioms with parts of the body | <ul style="list-style-type: none"> Listening: understanding gist and key information Speaking: talking about popular icons and celebrity culture; discussing the value of nostalgia; using spoken phrases Pronunciation: American English Reading: understanding key information; completing a quiz and discussing the analysis |
| 4 Safe and sound? pages 46–49 | <ul style="list-style-type: none"> Identity theft Caught on camera (video surveillance) | <ul style="list-style-type: none"> Using modals to express real and unreal past situations | <ul style="list-style-type: none"> Banking Expressing certainty and drawing conclusions | <ul style="list-style-type: none"> Reading: understanding and identifying key information; understanding vocabulary in context Speaking: talking about identity theft and other crimes; giving advice and warnings; using the language of banking; discussing video surveillance Writing: website tips Listening: identifying gist; understanding vocabulary in context |
| 5 Review unit pages 50–53 | <ul style="list-style-type: none"> Extra practice pages 54–57 Grammar reference and wordlist pages 58–60 Listening scripts pages 62–63 Communication activities pages 61, 64 | | | |

Module 3 Groups

| Unit | Topic | Language study | Vocabulary | Main skills |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Living together pages 66–69 | <ul style="list-style-type: none"> Happy families (Britain's biggest family) A social experiment (living in an alternative community) | <ul style="list-style-type: none"> Ellipsis and substitution | <ul style="list-style-type: none"> Family relationships Community organisation | <ul style="list-style-type: none"> Reading: understanding gist; understanding vocabulary in context Speaking: discussing cultural values and family relationships; discussing the aims of non-traditional living communities Listening: identifying key information Writing: an online advert |
| 2 Talk talk pages 70–73 | <ul style="list-style-type: none"> World languages (Are fewer languages better?) Language learning (attitudes to learning English and other foreign languages) | <ul style="list-style-type: none"> Forming adjectives from verbs and nouns (adjective suffixes) | <ul style="list-style-type: none"> Sensitive language (euphemisms) | <ul style="list-style-type: none"> Reading: predicting; understanding main information and vocabulary in context Speaking: evaluating the cultural and practical value of languages; using sensitive language and softeners to avoid offence Listening: identifying key information Pronunciation: sentence stress |
| 3 Net value pages 74–77 | <ul style="list-style-type: none"> Is the Internet a good thing? Are you addicted to email? (survey report) | <ul style="list-style-type: none"> Using vague language | <ul style="list-style-type: none"> Phrasal verbs; communication Surveys | <ul style="list-style-type: none"> Listening: understanding gist and key information; understanding vocabulary in context Speaking: discussing the Internet; clarifying information and checking understanding; talking about email addiction; conducting a survey Pronunciation: stress and weak forms Reading: understanding key information Writing: a survey report |
| 4 Team spirit pages 78–81 | <ul style="list-style-type: none"> Team building Are you a team player? | <ul style="list-style-type: none"> Dependent prepositions | <ul style="list-style-type: none"> World of work | <ul style="list-style-type: none"> Reading: predicting information; checking key information and vocabulary in context Speaking: discussing work practices and leadership styles; describing college- or work-related problems and giving advice Listening: identifying key information; understanding vocabulary in context Writing: a programme script |
| 5 Review unit pages 82–85 | <ul style="list-style-type: none"> Extra practice pages 86–89 Grammar reference and wordlist pages 90–92 Listening scripts pages 94–95 Communication activities pages 93, 96 Use CD2 for listening activities in this module. | | | |

CD-ROM contents

| Location | Activities for each unit | Features |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Modules 1–3 | <ul style="list-style-type: none"> Language activity Vocabulary activity Common European Framework linked activity Language game | <ul style="list-style-type: none"> Markbook – helps you to record and update your marks. Bookmark – helps you to save your favourite activities. Wordlist – helps you to create your own wordlists. You can back up, restore and print out your Markbook, Bookmarks and Wordlists. You can also send saved files as emails. For more information use the Help feature. |