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GENERAL ENGLISH










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THEME	LESSON	No	TASK	LANGUAGE FOCUS
HANDLE MEETINGS WITH CONFIDENCE 	EFFECTIVE NEGOTIATION	1 CEU	Giving an opinion, interrupting and stopping an interruption, and coming back to the point.	 Making, accepting and refusing offers: <i>I'm afraid that's a bit (expensive). Perhaps we can... (That) sounds reasonable.</i>
	BRAINSTORMING AND PROBLEM SOLVING	2 CEU	Discussing which person would or would not be a good salesperson.	 Problems with studies: <i>motivated, bullied, performance</i>  Making and responding to suggestions. <i>Let's... / I don't think... / Have you tried (gerund)...? / I'm not sure if...</i>
	PROGRESS MEETING	3 CEU	Making and responding to offers and requests.	 Passive forms: <i>The posters for our event have been printed.</i>
	DEALING WITH CONFLICT	4 CEU	Discussing options for a team building event for a company and agreeing a choice.	 Accommodation: <i>common area, bedroom.</i>  Phrases to communicate problems and respond to the: <i>...it kind of bothers me... / I see where you're coming from.</i>  Phrases for apologizing: <i>Sorry... / I regret... / I apologize... / It was very stupid of me to... / Don't be angry...</i>











THEME	LESSON	No	TASK	LANGUAGE FOCUS
COMMUNICATE WITH CONFIDENCE IN PUBLIC 	TALKING TO NEW PEOPLE	5 CEU	Starting and finishing a conversation, finding out more about someone.	 Question forms: <i>What's your genre? What did you do before? What's your favourite book? What do you do? What are you writing?</i>
	MAKING BUSINESS CONTACTS	6 CEU	Meeting new people in a formal situation.	 Quotes about health and life: <i>It is health that is real wealth and not pieces of gold and silver.</i>  Present Perfect and Present Perfect Continuous for talking about life experience and achievements: <i>He has travelled to many countries. He has written three cookbooks.</i>
	SAYING HELLO AND GOODBYE	7 CEU	Beginning and ending conversations.	 Phrases for saying hello and goodbye: <i>Good to see you! I've got to go. It's been ages since I saw you! I'll talk to you later.</i>
	THE ART OF CONVERSATION	8 CEU	Beginning and maintaining a conversation and showing interest.	 The construction "used to": <i>I used to wear braces and super thick glasses. I used to have problems with self-confidence.</i>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
BUYING AND SELLING 	BOOKING TICKETS FOR THE THEATRE	9 CEU	Booking tickets for the theatre.	 Theatre: <i>show, performance, balcony.</i>  Indirect questions for checking and clarifying: <i>Do you know how old the city hall is?</i>
	DEALING WITH COMPLAINTS	10 CEU	Making and handling complaints.	 Narrative tenses: <i>When Anthony came home, Maria was cooking the dinner.</i>  Complaining and responding to complaints: <i>Unfortunately, we won't be able to provide that service for you. We're going to give you a full refund. I really think you should fix it free of charge.</i>
	NEGOTIATION	11 CEU	Agreeing a price.	 Objects: <i>a wrist watch, an old book, a hand-made cup, a pencil.</i>  Bargaining: <i>That's a rip-off! You drive a hard bargain.</i>
	TRADING ONLINE	12 CEU	Buying and negotiating best prices online.	 Trading: <i>sold out, the latest features.</i>  Asking for and giving information: <i>Is it new or used? Is it damaged in any way? If I pay today, when will my order be delivered? Absolutely. I'm afraid not.</i>








THEME	LESSON	No	TASK	LANGUAGE FOCUS
REACHING TARGETS AND ACHIEVING GOALS 	AMBITIONS AND ACHIEVEMENTS	13 CEU	Conducting a job interview and choosing the best candidate for a position.	 Time expressions: <i>yet, already, since, just, recently, until now.</i>  Past Simple and Present Perfect for work experience: <i>I've been working as the training manager at Residuum for the past year and a half. It's always been my dream to work... / I was a Residuum's sales manager for 2 years.</i>
	MY PREDICTIONS ARE...	14 CEU	Making predictions and giving reasons in a discussion.	 Verb and noun collocations: <i>to pass a driving test, to send by telegraph.</i>  Phrases for making predictions: <i>Will definitely... / Definitely won't... / Will almost certainly... / Almost certainly won't...</i>
	LONG-TERM GOALS	15 CEU	Choosing the best candidate for a sales position.	 Business: <i>shareholder, shares, stocks, dividends, directors, board.</i>  Conditionals 1 and 2: <i>If we don't, no one will know about us. It wouldn't hurt if we included our customer service director.</i>  Phrases for giving opinions: <i>I don't think so. That's exactly what I think! I think that ...</i>
	JOB APPRAISAL INTERVIEW	16 CEU	Taking part in a job appraisal interview.	 Professional development: <i>to attend time management courses.</i>  Modal verbs "may", "might", "could": <i>A good idea for Emma's development next year may be to lead a series of seminars.</i>





THEME	LESSON	No	TASK	LANGUAGE FOCUS
REQUESTS, AGREEMENTS AND SOLUTIONS 	MAKING DECISIONS	17 CEU	Taking part in a meeting and reaching agreement.	 Adjectives to describe personal qualities: <i>hard-working, lazy, ambitious, fair, rude, reliable, bossy, honest, punctual, stubborn.</i>  Phrases for turn-taking, clarifying and summarising, agreeing and disagreeing: <i>Well, I suppose so. I'm afraid I disagree. As far as I'm concerned...</i>
	COMING TO AN AGREEMENT	18 CEU	Making suggestions and reaching an agreement in a group in order to plan an event.	 Modals for expressing possibility: <i>Perhaps we could think... / We should think about.</i> 1st conditional: <i>If we order any food, then we'll have to.</i>  Making suggestions, agreeing and disagreeing: <i>We need to decide... / That's a good point... / I'm not sure that's such a good idea.</i>
	RESOLVING DILEMMAS	19 CEU	Discussing dilemmas and coming up with solutions.	 Phrases/collocations related to problems: <i>Stay in bed, take a tablet, call in sick, have a lie down.</i>  Conditional 2 for advice: <i>If I were you, I'd find the time to sit down and have a proper chat.</i> Present Continuous for expressing irritation or annoyance: <i>He's always bottling things up.</i>
	SUGGESTING AND RECOMMENDING FOOD	20 CEU	Giving detailed information and making suggestions.	 Adjectives to do with cooking and flavour: <i>mouth-watering, exquisite, gorgeous, delicious.</i>  Phrases for making recommendations: <i>You should definitely try... / I would highly recommend... / You really ought to try ...</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
DESCRIBING THE WORLD AROUND US 	DESCRIBING ACCOMMODATION	21 CEU	Choosing a flat or a house.	 Accommodation: <i>a flat, a detached house, a studio, a terraced house.</i>  Conditional 1: <i>If you are in London for pleasure, you will find that...</i>
	DESCRIBING THINGS AND EXPLAINING THEIR IMPORTANCE	22 CEU	Describing things you would hate to lose.	 Objects: <i>It's classical, brand-new, reliable, striped, soft, easy to break, valuable.</i>  Phrases to talk about the importance of an object: <i>I just can't live without my mobile. I'm completely lost without it.</i>
	PRESENTING THE FACTS	23 CEU	Giving a factual account.	 Crime and punishment: <i>a jail sentence, a warning community service, a fine, a suspended sentence.</i>  Narrative tenses to describe things happening in the past: <i>They watched TV from 6.00 to 8.00. It started to rain.</i>
	DISCUSSING APPEARANCES	24 CEU	Discussing appearances and impressions.	 Sayings about appearance and character: <i>Don't judge a book by its cover. What you see is what you get.</i>  Modal verbs of deduction: <i>He must be over 80. He can't be at university.</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
LET'S GO ON HOLIDAY! 	PLANNING A TOUR	25 CEU	Making recommendations and suggestions and reaching an agreement in order to plan a tour.	 Tourism: <i>see the sights, go souvenir shopping, go clubbing, go to an amusement park.</i>  Asking for, making and responding to recommendations: <i>What do you think we should...? / I'd definitely recommend(-ing)... / It'd be good to...</i>
	A MEMORABLE HOLIDAY	26 CEU	Talking about a memorable holiday.	 Adjectives to describe holidays. The weather: <i>cold, glorious, sunny.</i> The food: <i>warming, filling.</i>  Modifying adverbs: <i>The hotel was pretty basic, but quite comfortable.</i>
	MAKING TRAVEL ARRANGEMENTS	27 CEU	Booking flights and hotels.	 Flights and hotels: <i>self-catering, aisle seat, free Wi-Fi.</i>  Indirect questions: <i>Can you tell me what time the flight leaves?</i>
	WHEN IT ALL GOES WRONG	28 CEU	Reporting complaints.	 Holidays: <i>book a transfer, overcharge for the taxi.</i>  Reported speech: <i>They told us they'd meet us at arrivals, but...</i>  Language for showing sympathy: <i>You must have been really annoyed. Aha, I understand.</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
ENGAGING IN MEANINGFUL CONVERSATION 	AVOIDING AWKWARD SILENCES	29 CEU	Keeping a conversation going when meeting new people.	 Tag questions: <i>It's a great party, isn't it? It's been a busy day, hasn't it?</i>  Phrases for starting and ending conversations and changing the topic: <i>Hello, you work in the café, don't you? Let me give you my card.</i>
	TELLING A PERSONAL ANECDOTE	30 CEU	Telling a story.	 Narrative tenses for telling a story: <i>We got to Paris, walked along the Seine and then, as it had been quite a long journey and we had done quite a lot of walking, we decided to stop at a café for an early lunch.</i>  Phrases for starting a story and making a final comment: <i>That reminds me of when... / Have I ever told you about the time when...?</i>
	EFFECTIVE LISTENING	31 CEU	Showing interest to encourage conversation.	 Echo questions: <i>Did you? Is it?</i>  Phrases for showing surprise, approval and sympathy: <i>No! How awful! Oh dear! That's terrible! That's a relief!</i>
	EMOTIONS AND FEELINGS	32 CEU	Expressing annoyance.	 Present Continuous for expressing annoyance: <i>He's always leaving his stuff lying all over the flat.</i>  Phrases for giving opinions and suggestions: <i>I reckon we should (do something). I really think you ought to (sit down).</i>






THEME	LESSON	No	TASK	LANGUAGE FOCUS
OPINIONS ON LIFE 	GOALS AND ACHIEVEMENTS	33 CEU	Creating and discussing an action plan for learning English.	 Idiomatic phrases for taking up or stopping an activity: <i>I actually set up a theatre group.</i>  Giving advice: <i>I think you should... / You could... / How about... ? / If I were you I would...</i>
	THE BEST TV SHOWS	34 CEU	Creating a proposal for an ideal TV show.	 TV vocabulary: <i>animation, children's TV, comedy, detective, drama, documentary, game show, gardening show, music show.</i>  Describing a TV show: <i>the plot is amazing, it's long-running...</i>
	SOCIAL RESPONSIBILITY	35 CEU	Carrying out a survey and analysing results.	 Social activities: <i>speeding, taking a sickie.</i> Phrases to describe percentages: <i>one out of three, one fifth of.</i>
	MY CHILDHOOD EXPERIENCES	36 CEU	Describing your childhood experiences and comparing them with others'.	 Modals of past obligation: <i>I had to study really hard when I was at school, but I didn't have to do any chores.</i>








THEME	LESSON	No	TASK	LANGUAGE FOCUS
ADVICE AND OPINION 	HELPING VISITORS	37 CEU	Giving advice to visitors.	 City: <i>cosmopolitan, affordable, underground / subway.</i>  Modal verbs (should / ought to / must / have to): <i>It is recommended that you keep your wallet in your front pocket.</i>
	GIVING ADVICE ON DIET	38 CEU	Giving advice on diet.	 Nutrition: <i>poultry, meat, eggs, milk, nuts and beans.</i>  Ways to express cause and effect: <i>because, so, the key to, as a result.</i>
	STUDY ADVICE	39 CEU	Giving advice about studying.	 Conditional 2: <i>If I had this problem, I would try to identify the reason first.</i>
	FAMILY MATTERS	40 CEU	Giving advice about family or relationship problems.	 Phrasal verbs: <i>invite him/her out, cheer him up.</i>  Phrases for giving advice and expressing an opinion: <i>You'd better... / Why don't you...? / Have you tried...? / How about...?</i>











THEME	LESSON	No	TASK	LANGUAGE FOCUS
CLEAR COMMUNICATION ON THE PHONE 	GETTING IN TOUCH WITH PEOPLE ON THE PHONE	41 CEU	Getting in touch with people in a business context.	 Phrasal verbs for the telephone: <i>put somebody through, call back, hang on, come up.</i>  Common telephone expressions: <i>One moment. I'm afraid the line's busy. Do you want to hold or would you like to call back later?</i>
	ORDERING OVER THE TELEPHONE	42 CEU	Making orders and dealing with misunderstandings on the telephone.	 Making orders and dealing with misunderstandings on the telephone: <i>I didn't quite catch any of that. You've lost me.</i>
	MAKING SOCIAL ARRANGEMENTS ON AND OFF THE PHONE	43 CEU	Making and refusing social invitations on the phone.	 Spoken and idiomatic words and collocations: <i>Play it by ear, swamped with work.</i>  Making arrangements, opening and closing a conversation, inviting, accepting and refusing: <i>We were wondering if you wanted to join us. That would be lovely. Sorry, but we're busy.</i>
	GETTING DIRECTIONS BY PHONE	44 CEU	Following instructions and checking for understanding.	 Prepositions related to directions: <i>out of, corner of, opposite.</i>  Clarification and confirming: <i>Excuse me, how do I get to... / I'm looking for the cinema. Can you help me? Could you tell me where it is?</i>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
TRAVEL, CULTURE AND GLOBAL TREKKING 	WHAT IS ART?	45 CEU	Debating the need for art in society.	 Adjectives to describe art: <i>abstract, cultural, original, accessible</i> .  Emotions and opinions: <i>It really evokes a sense of... / To me, it's... / I think this is a move in a positive/negative direction.</i>
	FILM AND LITERATURE	46 CEU	Reviewing a film or book.	 Adjective / Verb + preposition collocations: <i>Frightened — of, about</i> . Types of films: <i>thriller, adventure, cartoon</i> .  Extreme adjectives: <i>great, terrible, delighted</i> .
	TALKING ABOUT CELEBRITIES	47 CEU	Giving reasons for your opinion, agreeing and disagreeing in a group discussion. Coming to a decision.	 Positive and negative adjectives for describing people: <i>warm-hearted, articulate, calm</i> .  Phrases for justifying choice: <i>Personally, I'd invite</i> . Phrases for agreeing and disagreeing: <i>So do I. I disagree</i> .
	DISCUSSING MUSIC	48 CEU	Taking part in a group discussion and sharing opinions and thoughts.	 Adjectives for feelings/emotions: <i>frightening, interested, boring, exciting</i> .







THEME	LESSON	No	TASK	LANGUAGE FOCUS
STANDING OUT IN GROUP DISCUSSIONS 	GIVING OPINIONS	49 CEU	Expressing your opinions and giving reasons for them.	 Giving opinions: <i>I must say. / So for me. / I suppose. / I must admit.</i>
	WHAT'S IN THE NEWS?	50 CEU	Giving an oral summary and review of a news report.	 Adjectives used to respond to news reports: <i>awful, extraordinary, fascinating, incredible, serious, thrilling, tragic, worrying.</i>  Phrases used in summarising and discussing news reports: <i>The report is about... / It's a serious/interesting issue because... / The report made me feel...</i>
	IMPORTANT THINGS	51 CEU	Comparing things and ranking them in order of importance.	 Adjectives for talking about important things: <i>strange, sentimental, special, rectangular, black, quite smart, modern.</i>  Comparatives/superlatives: <i>the ring is more beautiful than the guitar.</i>
	GIVING COMPLIMENTS	52 CEU	Giving and responding to compliments.	 Vocabulary for giving compliments: <i>fantastic, stunning, adore, appear.</i>  Phrases used to give compliments: <i>You look fabulous. / You always seem to be an optimistic and cheerful person.</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
COLLABORATION AND PRESENTATION 	CHARACTER ANALYSIS	53 CEU	Choosing the best candidate for a job based on their character.	 Adjectives of character: <i>outgoing, shy, reserved, sociable</i> .
	GIVING A PRESENTATION	54 CEU	Giving a well-structured presentation.	 Language to organise a presentation: <i>I'm going to talk to you today about... / I'll talk about... / (So,) let's start by talking about...</i>
	COMPLAINING IN A WORK ENVIRONMENT	55 CEU	Expressing dissatisfaction at work.	 Phrasal verbs: <i>worn out, put up with, bring up</i> .
	PRESENTING AN ACTION PLAN	56 CEU	Giving practical solutions to a problem.	 Language to express the future: <i>We are going to extend the lunch break... We intend to completely redesign...</i>








THEME	LESSON	No	TASK	LANGUAGE FOCUS
CRAFTING THE PERFECT STORY 	LIFE STORIES	57 CEU	Telling and responding to a personal story.	 Linking words and phrases for telling a story: <i>after a while, at last, a few days later, one day.</i>  Showing your interest when listening: <i>How annoying! That sounds awful!</i>
	TALKING ABOUT EVENTS	58 CEU	Talking about an event you have attended.	 Descriptive adjectives and adverbs: <i>gorgeous, devastated, massive, huge.</i>  Intensifiers for base and strong adjectives: <i>extremely boring, really huge.</i>
	STORYTELLING	59 CEU	Telling a story and maintaining interest.	 Narrative tenses for describing past events: <i>I opened the door and couldn't believe my eyes... / After they had gone about ten miles, he noticed that...</i>
	BRINGING AN INVENTION TO LIFE	60 CEU	Creating a story behind an invention.	 Relative pronouns: "where", "which" / "that", "whose", "who": <i>Mr Silver, who was a chemist, was supposed to be inventing a strong glue...</i>








THEME	LESSON	No	TASK	LANGUAGE FOCUS
TALKING ABOUT LIFESTYLE 	CHANGES IN LIFESTYLE	61 CEU	Talking about the effect of technology on lifestyle.	 Vocabulary to describe pieces of technology: <i>a speaker, a camera.</i>  Debates: <i>I understand, but you have to remember... / Yes, that's very true, but think about... / In answer to that, I'd say... / Yes, you're absolutely right, but...</i>
	LIFE-CHANGING DECISIONS	62 CEU	Describing a decision made and speculating on its consequences.	 Conditional 3: <i>if I'd stayed at home, it would have limited my growth as a person...</i>  Mixed conditional: <i>If I hadn't gone travelling, I wouldn't be the person I am now.</i>
	LIFESTYLE IN THE FUTURE	63 CEU	Presenting an initiative to improve life in a city.	 Future forms for predictions: <i>The council are going to sell the local park. They don't know who will buy it...</i>  Persuading: <i>The point is... / Are you tired of spending hours travelling to work every day? Of course you are.</i>
	LIFESTYLE DIFFERENCES	64 CEU	Describing and comparing lifestyles in different places.	 Adjectives for describing lifestyle: <i>dynamic, friendly, relaxed, casual, huge.</i>  Quantifiers: <i>Most people have office jobs.</i> Adverbs: <i>People are always on time.</i>  It's + adjective + infinitive: <i>It's very common to go away to a spa.</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
MAKING RELATIONSHIPS WORK 	DEALING WITH CONFLICTS IN EVERYDAY SITUATIONS	65 CEU	Expressing opinions and reaching a consensus.	 Renting an apartment: <i>rent, fee, utilities, tariffs.</i>  Expressing emotions: <i>Great! That's just great! What a life!</i>
	TRUTH AND LIES	66 CEU	Discussing attitudes to truth and lies through a questionnaire.	 Conditional 2: <i>I would lie only if it didn't have any consequences for others.</i>  Hypothetical phrases: <i>You never know who will be the next person you would lie to.</i>
	CATCHING UP WITH FRIENDS	67 CEU	Sharing and reacting to positive and negative news.	 Echo questions: <i>Did you? Has she?</i>  Expressing surprise, encouragement and support: <i>It's you who should be...</i>
	TEAM-BUILDING EVENTS	68 CEU	Planning a team-building event for your company.	 Articles: <i>Join us in the heart of London.</i>  Interrupting and changing the topic: <i>Could I interrupt here? To get back to what I was saying...</i>








THEME	LESSON	No	TASK	LANGUAGE FOCUS
CONDUCTING YOURSELF PROFESSIONALLY 	JOB INTERVIEWS	69 CEU	Asking for and giving information.	 Unusual jobs: <i>personal shopper, pet food tester.</i>  Word endings in adjectives: <i>helpful, unprofessional, attentive, careful.</i>
	BUSINESS MEETINGS	70 CEU	Giving opinions, agreeing and disagreeing in a business context.	 Giving opinions, agreeing and disagreeing: <i>I believe you might be right about... / I know what you mean, but...</i>
	PLANNING A BUSINESS CAMPAIGN	71 CEU	Discussing and developing ideas for a product launching plan.	 Linking phrases: <i>before, let's start by, the next thing, moving on to.</i>
	REPORTING ON A BUSINESS TRIP	72 CEU	Presenting a summary of a business trip.	 Narrative tenses for describing past events: <i>When I arrived, it was quite late.</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
HEALTH 	ALTERNATIVE MEDICINE	73 CEU	To put forward an opinion in a conversation	 Medical and health vocabulary: <i>meditation, aromatherapy, antibiotics, reduce pain, transmit energy, acupuncture, needles.</i>  Phrases to indicate arguments for and against: <i>I take your point, but... / Maybe, but on the other hand... / I see what you mean, but ...</i>
	KEEPING FIT	74 CEU	Using persuasive language to convince others.	 Collocations and vocabulary to talk about health benefits of fitness activities: <i>stay in shape, tone your muscles, keeps your weight, keep active, build up muscles, sense of balance, improve agility, effective for stamina.</i>  Phrases to express persuasion: <i>...will give you a brilliant... / ...is really amazing for -ing... / ...is incredibly effective for -ing... / ... definitely works wonders for + noun... / ... gives you the chance to... / ...is guaranteed to... / Experts say that... is ideal for all ages.</i>
	THE AWARENESS CAMPAIGN	75 CEU	Taking part in a discussion.	 Phrases to express concepts of “too little” and “too much”: <i>a surplus of / an excessive number (amount of) / high in / insufficient / low in / poor in.</i>  Expressions of cause and effect: <i>can lead to, aggravated further by, causing, provoked by, can contribute to, can bring on.</i>
	WORK-LIFE BALANCE	76 CEU	Taking part in a discussion and identifying solutions to problems.	 Multiword verbs related to work and health, verb collocations associated with work: <i>turn up / get... down / take over / miss out on / put to.</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
CRIME 	A CRIME WAVE	77 CEU	Discussing and coming to a decision.	 Words for crimes and punishments: <i>a burglary, tax evasion, speeding, drug trafficking, mugging, manslaughter, embezzlement.</i>
	STAY SAFE	78 CEU	Giving a presentation describing problems and making recommendations.	 Vocabulary related to crime and anti-social behaviour: <i>dumping rubbish, anti-social behaviour, to register an incident, to act as a deterrent, to install CCTV cameras.</i>  Language for presentations: <i>We'd like to start by talking about... / Firstly, we'd like to thank you all for making the effort to come. / Moving on... / The third thing that's been brought to our attention is...</i>
	DEALING WITH THE UNEXPECTED	79 CEU	Telling a story about when you were mistakenly accused of doing something wrong.	 Narrative tenses (Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous): <i>She'd been surfing all morning and was tired. When I was getting into my car, two policemen appeared from nowhere.</i>  Expressions for showing interest: <i>Wow! Where did you go again? Right! I bet you were! Come on, what happened? That's terrible!</i>
	A GOOD CITIZEN	80 CEU	Telling an anecdote about a difficult situation.	 Uses of -ing in non-finite clauses: <i>I noticed an old lady putting some apples in her handbag. Bob and I were sitting in a café waiting for another friend to arrive.</i>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
WORK ISSUES 	WHAT WOULD YOU DO?	81 CEU	Discussing hypothetical situations and finding out people's responses to them.	 Verb collocations connected with workplace behaviour: <i>get away with it, be tempted to do something, have an impact.</i>  Conditional 2: <i>I definitely wouldn't do that – not under any circumstances. If anyone found out about it that would mean I'd lose my job.</i>
	CORPORATE SOCIAL RESPONSIBILITY	82 CEU	Discussing and choosing the best options and explaining why.	 Verb collocations connected with social responsibility: <i>give something back, get involved with, make a difference, post pictures on a website.</i>
	THE GREEN WORKPLACE	83 CEU	Discussing and reaching a group consensus.	 Collocations associated with "green" issues: <i>water dispenser, reusable cups, recycled paper, recycling bins, green policies.</i>  Phrases for expressing opinions about being "green": <i>It's better to... / rather than... / If you... you can... / You shouldn't... when...</i>
	REWARDING PEOPLE	84 CEU	Describing alternatives and deciding on the best choice.	 Collocations associated with benefits and rewards at work; <i>attract and retain the best candidates, show your appreciation offer a competitive package.</i>











THEME	LESSON	No	TASK	LANGUAGE FOCUS
MONEY 	CONSUMER SOCIETY	85 CEU	Explaining and giving advice.	 Vocabulary related to spending money: <i>I've really overspent. I'll have to pay it off. You'll just have to live a bit more frugally this month.</i>  Phrases for giving advice: <i>You'll just have to cut down on spending this month. I'm sure there are things you can do to save money.</i>
	THE SECRETS OF SUCCESS	86 CEU	Discussing and reaching a decision.	 Saying and writing numbers: <i>nought/zero point three seven six.</i> Money-related idioms: <i>to spend money like water; to pay peanuts; a ballpark figure; a money spinner.</i>
	MAKING CUTS	87 CEU	Discussing pros and cons of different solutions to a problem, coming to an agreement.	 Talking about hypothetical situations and possibilities: <i>If someone went then we'd need to share out their workload. And in reality I'm not sure how easy that would be... / Another possibility would be to see if anyone wanted to reduce their hours.</i> Verb/noun collocations related to money and the workplace: turnover, expenditure, overheads.
	HOW TO GET RICH	88 CEU	Discussing what's easy and what's difficult and ranking ideas.	 Expressions meaning to make money: <i>path to riches, have their bank accounts filled, money starts to accumulate.</i>  Uses of "have": <i>Having a good steady nine-to-five job... / ...if you have original ideas. / Who hasn't dreamed of getting rich? / ...you have to seize opportunities.</i>  Expressions related to disadvantages of ideas: <i>The downside is that the vast majority of new businesses fail so the risks are high. The tricky part is that it has to be a very clever invention and the patenting process can be long and difficult.</i>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
BUSINESS IDEAS 	THE MARKETING MIX	89 CEU	Discussing and agreeing marketing decisions.	 Questions (asking/prompting ideas and suggestions): <i>Will the customer be happy to pay that price? How can we make it different to the competitor products?</i>
	WHAT ARE WE DOING WRONG?	90 CEU	Discuss a business and suggest improvements.	 Business terms: <i>incentive, reduction, campaign.</i>  Suggesting and responding in a meeting: <i>How about offering a free walking tour of the town? Why don't we offer discounts on our most expensive rooms? I suggest offering a discount. Excellent idea.</i>
	I WOULDN'T CHOOSE THERE!	91 CEU	Discussing and agreeing the location of a new business.	 Vocabulary related to shops/businesses: <i>accessibility, commuters, competitors, lease, retail.</i>  Phrases for expressing plans and preferences: <i>We favour option A. We agree on option B.</i> Phrases for expressing doubts: <i>I am concerned that the decision was taken against my advice.</i>
	IMPROVING THE BUSINESS	92 CEU	Making presentations.	 Presentation signposting: <i>In my presentation I'd like to summarise four main areas I think need improving. So, in conclusion let me go over those points again. I'm happy to take any questions you have.</i> Criticising politely / indirectly: <i>It lacks ... / a little more... / would...</i>








THEME	LESSON	No	TASK	LANGUAGE FOCUS
MIND AND BODY 	DIET	93 CEU	Discussing food and diets.	 Giving reasons (because, as, since): <i>calorie counting has been successful for many years because it's simple and it works.</i>  Making suggestions: <i>Make sure you count all food and drink. Try not to eat snacks, especially high calorie ones.</i>
	A CHANGE IS AS GOOD AS A REST	94 CEU	Talking about change and the benefits.	 Multi-word phrases: <i>cut down, cut out, keep somebody up, let somebody down.</i>  Conditional 2: <i>How much money would you save if you stopped having lunch out every day? How much time do you spend in front of the TV, or online or texting?</i>
	THE VALUE OF SPORT	95 CEU	Discussing the benefits of sport.	 Phrasal verbs: <i>come up, switch off, take up, to be hard on something / somebody.</i>  Questions: <i>How have you been doing Triathlons? How did you start?</i>
	FIGHTING STRESS	96 CEU	Comparing various methods to reduce stress.	 Comparative forms with “a bit”, “a little”, “a lot”, “much”, “far”: <i>It was far more relaxing than I expected. I take decisions much more calmly.</i>











THEME	LESSON	No	TASK	LANGUAGE FOCUS
WORK, REST AND PLAY 	MEETING TOPICS AND DISCUSSION	2 CGL	Participating in a meeting about a proposal to introduce a new working practice by giving your opinions and trying to reach an agreement.	 Phrases for meetings: <i>No, that won't work. / Sorry to interrupt. / What do you think about that idea? / One possibility is...</i>
	OPINIONS IN MEETINGS	3 CGL	Having a formal meeting to put a case forward on how to organise the opening of a brand new shop.	 Marketing: <i>booth, expo, promote.</i>  Real conditional: <i>People will buy lots if we have a special offer.</i>
	BUILDING GROUP CONSENSUS	4 CGL	Participating in a group discussion and reaching an agreement regarding a myClub student party for 30 guests.	 Phrases for expressing opinions and preferences and responding to them: <i>We could have a barbeque. That's a good idea, but I was thinking about...</i>  Expressions with "make" and "do": <i>make coffee, do the washing up.</i>
	DESCRIBING THINGS	21 CGL	Taking part in a role play where a salesperson is describing a product to a customer.	 Phrases for describing things: <i>It's got a... / It's used for... / It's made of...</i>  Phrases for checking understanding and clarifying: <i>Do you know what I mean? / What you're saying is...</i>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
LET'S BE PRACTICAL! 	MASTERFUL NEGOTIATION	11 CGL	Negotiating better prices at a local market.	 Phrases for making requests: <i>How about..?</i>  Travel and services related vocabulary: <i>exchange rate, spending money, currency, cash, discount, debit card.</i> Emphasis on words related to price.
	THE ART OF THE OFFER	12 CGL	Role playing a variety of situations to make requests or give offers in order to get something completed.	 Phrases for making requests: <i>Can you tell me...? / Could you ...?</i> Phrases for accepting and refusing requests: <i>Be my guest. / Sure, go ahead. / Certainly, I'm afraid, sorry... / Sorry but... / Sorry but we've got no + noun + ourselves. / That sounds great!</i> Phrases for making offers: <i>Do you mind if I...? / Could I have ...? / Could I have the + noun + please?</i>  Polite, impolite, reservation, non-verbal, features, convention centre.
	LONG-TERM GOALS	15 CGL	Conducting a formal interview with a classmate to find out about their dreams, hopes and ambitions.	 Phrases for making predictions: <i>I think that'll... / It will definitely...</i> Phrases for speculating about the future: <i>It may not be possible... / It may.</i> Education and career: <i>study MA, study online, get promoted.</i> Family, friends and relationships: <i>get married, take parents on surprise trip.</i>  Free time and recreation: <i>do a diving course, get PADI, go to Cairns.</i> Time phrases: <i>looking ahead, in the foreseeable future, in the near future, in the short term, in the medium term, in the long(er) term, in the immediate future.</i>
	GOALS AND ACHIEVEMENTS	16 CGL	Sharing the experience of learning something new and identifying evidence of good practice.	 Time phrases. Past Simple, Past Continuous: <i>While I was at uni... / When I started working... / A while back... / A few years ago I felt like.</i>  Verbs describing past failings: <i>stuck in a rut</i> ; phrases for reacting to what someone said: <i>I picked it up quite well. / I wasn't able to do it. / I couldn't keep it up. / I gave it up.</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
DEVELOPING YOUR CAREER 	JOB INTERVIEW	33 CGL	Taking part in a formal interview like a job appraisal or job interview.	<ul style="list-style-type: none">  Vocabulary related to work performance: <i>under-performance, nerve-racking, poor time-keeping, exceptional.</i>  Word formation: <i>promotion – to promote, exception – exceptional.</i>  Phrases for formal interviews: <i>I'm afraid you have to... / Let's discuss a possible solution to...</i>
	SO, HOW DOES IT WORK	34 CGL	Describing a typical process in an office.	<ul style="list-style-type: none">  Vocabulary related to product manufacture: <i>to identify target market, to conduct market research, product release date.</i> Linking words to describe processes: <i>later, after that, subsequently.</i>  Passive forms: <i>the product is released, it will be distributed, adjustments are made.</i>
	FINDING THE RIGHT CAREER	35 CGL	Advising colleagues on how to prepare for their chosen career.	<ul style="list-style-type: none">  Verb patterns (gerund and infinitive): <i>need to evaluate, don't like doing.</i>  Job related idioms: <i>be paid peanuts, show someone the ropes.</i>
	WHAT HAVE YOU DONE	36 CGL	Describing past work experiences as part of a job application.	<ul style="list-style-type: none">  Past simple, present perfect, used to: <i>You have had line management experience too. / Before that I used to work for a terrible company and I hated everything about it.</i>  Job related phrasal verbs: <i>step down, pull together, stay put.</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
GREAT OUTDOORS OR THE URBAN JUNGLE? 	DESERT ISLAND ITEMS	49 CGL	Giving options and reaching agreement in a group discussion.	 Phrases for giving and responding to opinions: <i>We're definitely going to need... / Make sure you bring... / Do you think we need...?</i>  Vocabulary related to survival situations.
	IMPROVING OUR COMMUNITY	51 CGL	Giving reasons for your opinion in a discussion.	 Phrases for expressing opinions, making suggestions, and describing the result of an action: <i>A consequence would be... / I suggest that we... / The way I see it is that...</i>  City related vocabulary: <i>crammed, ghetto, law-abiding.</i>
	BE A BRILLIANT STORYTELLER	59 CGL	Telling a story and maintaining interest.	 Linkers used in storytelling: <i>finally, eventually, later, in the end.</i>  Narrative verbs forms: <i>I was trying to sleep last night when I heard footsteps. I wondered what had happened and began to get an uneasy feeling...</i>
	THE SKILL OF STORYTELLING	60 CGL	Giving a pitch to attract interest.	 Present tense for setting and plot: <i>If a zombie bites you, you turn into a zombie. And the survivors end up in a shopping mall in a shopping centre and they are surrounded by zombies.</i>  Vocabulary associated with genres: <i>gory, slasher, sinister, animated.</i>












THEME	LESSON	No	TASK	LANGUAGE FOCUS
TALKING THE TALK 	EFFECTIVE ANECDOTES	45 CGL	Talking about past situations that are interesting or amusing now, but may not have been when they happened.	 Extreme adjectives/adverb collocations: <i>very scared, absolutely astonished.</i>
	ANALYSIS AND PRESENTATION	54 CGL	Giving a short presentation on a company the students know well.	 Signposting language: <i>Thank you for coming to my presentation. / It's a pleasure to be here today..</i> Ordering a presentation: <i>I've divided my talk into three parts. / I'll talk first about our global operations.</i> Dealing with questions: <i>Feel free to interrupt me at any time. / I'll be happy to answer any questions.</i>
	PRESENTING OPINION	55 CGL	Having an informal conversation with a partner about someone who makes them angry.	 Idioms related to frustration or anger: <i>have enough, the last straw, chill out.</i> Phrases for giving your opinion informally: <i>To tell you the truth... / Between you and me ...</i>
	PRESENTING INFORMATION FORMALLY	56 CGL	Designing a set of rules to make a workplace more environmentally friendly.	 Vocabulary related to work and the environment: <i>reusable, ecological, disposable.</i>  Phrases for developing an argument: <i>Right, first of all I think we should... / We really ought to... / Well, I think you could...</i>  Modals: <i>should / ought to / need to / have to.</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
DECISIONS, DECISIONS, DECISIONS... 	THE DECISION PROCESS	28 CGL	Sharing personal stories about having made a big decision, and speculating and hypothesising how things may have turned out differently.	 Past time linkers: <i>When I was a child...</i> / <i>As I got older...</i> <i>Since...</i> / <i>By the age of...</i>  Phrases for speculating and hypothesising: <i>It was in my third year of university.</i> / <i>Harder than I expected it to be.</i>
	COMPARING SITUATIONS	61 CGL	Discussing the benefits of new things in technology.	 Phrases for saying what you think about things: <i>I'm so glad I...</i> / <i>The great thing is...</i> / <i>It's been a change for the better...</i>  Comparatives: <i>a lot lighter than...</i> <i>more user-friendly.</i>
	HAVE AN OPINION	62 CGL	Sharing opinions on controversial topics in a small group discussion to create a poster summarising the group's ideas.	 Phrases for expressing opinions: <i>It seems to me that.</i> / <i>Personally, I think...</i> / <i>Everyone should feel free to...</i> / <i>I don't really have any.</i> Phrases for agreeing and disagreeing: <i>I completely agree.</i> / <i>Yes, you're right, I think it depends on...</i> / <i>I'm afraid I don't agree at all.</i>  Describing rights, laws and freedoms: <i>compulsory, liberal, legal.</i>  Opinion adjectives: <i>unfair, ridiculous, wonderful.</i>
	TABLE MANNERS	63 CGL	Describing a personal dining experience.	 Phrases for interrupting and checking information: <i>Oh right...</i> / <i>Right, okay..., but what do you mean by...?</i> / <i>What a...?</i> / <i>Did you say...?</i> <i>Table etiquette, showing appreciation.</i>  Language for describing things: <i>circular, huge.</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
CREATING A POSITIVE IMPRESSION 	ATTENDING WEDDINGS	69 CGL	Exchanging cultural information on the topic of weddings.	 Vocabulary related to weddings: <i>ceremony, veil, best man, reception, aisle, propose.</i>  Phrases for clarifying and sounding interested: <i>Unusual? Really? Pardon?</i>
	BUILDING A CASE	70 CGL	Taking part in a debate about the value of English.	 Phrases for giving reasons: <i>It's mainly because... / One reason is... / ...due to the fact that...</i>  Phrases for giving examples: <i>For example... / For instance... / ...such as...</i>
	BRINGING IDEAS TOGETHER	71 CGL	Developing an extended argument using supporting statements about education related topics.	 Vocabulary related to education: <i>academic, boarding school, single-sex school.</i>  Phrases for giving opinions, agreeing and disagreeing: <i>I think it's also the case that. / I see your point. / Yeah, that's definitely the downside of it all. / I have doubts about. / I think we'd have to take a closer look at the figures.</i>
	NARRATION MADE EASY	72 CGL	Giving an interesting personal account.	 Past time references: <i>once upon a time, some years back, a while back, some time ago.</i>  Adverbs for telling stories: <i>fortunately, obviously, immediately, eventually, suddenly.</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
CLARITY IS KEY 	PRESENTING A REVIEW OF A PROJECT	73 CGL	Presenting a review of an event or project.	 Organising/signposting an account: <i>I'm going to talk about... / In conclusion... / First of all... / My topic today is... / Now I'll move onto...</i>  Past time references: <i>the first thing we did was, once, next, just before, a week after.</i> Words and phrases related to IT: <i>user guide, trouble shoot, upgrade, applications.</i>
	INTERVIEW EXPERIENCES	74 CGL	Presenting a summary of past work / education / training experience.	 Words and phrases related to IT: <i>user guide, trouble shoot, upgrade, applications.</i>  Grammatical tenses used to talk about the past: <i>Present Perfect, Past Simple.</i>
	TEAM WORK	75 CGL	Giving details about a time you worked in a team.	 Words and phrases to describe team working: <i>common goal, contribute, deal with, work towards a goal, work well with.</i>  Narrative tenses: <i>Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous.</i>
	COMPANY STRUCTURE	76 CGL	Describing the structure and different positions in companies.	 Phrases related to company structure: <i>sales director, team leader, accounts supervisor, the chief executive officer.</i> Phrases related to work hierarchy: <i>responsible for, works with, reports to, works under.</i>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
 FINDING THE BEST	DESCRIBING YOUR IDEAL JOB	77 CGL	Talking about different work conditions and giving advice on ideal jobs.	 Phrases to talk about working conditions: <i>long hours, lots of pressure, opportunities to travel, low salary.</i>  Phrases to add information: <i>In addition to this. / As well as that. / Moreover. / Also.</i>
	ASKING SOMEONE HOW THEY GOT THEIR JOB	78 CGL	Presenting a short segment on local radio giving tips on finding a job.	 Words and phrases related to job hunting: <i>Networking, reviewing resume, asking contacts, meeting a career consultant.</i>  Discourse markers to connect or organise ideas: <i>Actually. / In fact. / Well. / Ok.</i> Phrases for making suggestions: <i>...might work, but... / ...(always) works for me. / If I was in your place, I'd probably... / In this (kind of) situation, I (would) generally recommend (advise)... / If that happened to me. / In that case. / If I had that problem, I'd definitely ...</i>
	FINDING THE BEST SUPPLIER	79 CGL	Negotiating with a supplier.	 Words and phrases used to sound polite: <i>I wanted to... / Are you able to...? / I have a question about... / I'm hoping...</i> Words and phrases related to negotiating: <i>That's true, but... / Yes, but... / I'm afraid I can't agree...</i>
	SHOWING YOUR BEST SIDE	80 CGL	Talking about your strengths and weaknesses in different professional areas.	 Phrases to talk about strengths and weaknesses: <i>I like working in... / I feel my strengths are in... / My greatest strength is... / I'm trying to improve my... / One area I'd like to develop is... / Recently I've been working on ...</i>  Personality adjectives: <i>open-minded, resourceful, cooperative, diplomatic, persistent, determined.</i>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
CLEARING UP ISSUES 	GIVING REASONS AND EXPLANATIONS	81 CGL	Explaining why results / projections have not been met in a meeting.	 Phrases for explaining and giving reasons: <i>Due to... / As a consequence of... / Has resulted in...</i>  Business words related to sales: <i>downturn, financial year, quarter.</i>
	DEALING WITH CHANGES TO PLANS	82 CGL	Dealing with changes to plans and finding solutions.	 Phrases for giving and receiving bad news: <i>Let's work around it. / I'm sorry to hear that. / What a shame.</i>  Phrases related to terms and conditions of sales: <i>Cancellation charges may apply. / We operate a no refund policy.</i>  Words made up from "verb+able": <i>changeable, refundable, understandable, transferable.</i>  Phrases for preferences, suggestions, arrangements and solutions: <i>Can we move it back. / Can we bring it forward? / The 10th is good for me. How about...?</i>
	TRAVELLING FOR WORK	83 CGL	Asking for and checking information related to going on a work trip.	 Asking for and checking travel information: <i>What's the best way to get to... / from...? / I can claim travel expenses and meals, can't I?</i>  Collocations related to travelling for work: <i>to cover costs, corporate credit card, charge to an account.</i>
	SOMETHING IS WRONG	84 CGL	Talking about problems and dealing with complaints.	 Phrases related to making and dealing with complaints: <i>There's a slight problem with... / I'm sorry to say this, but... / I'm afraid there's a problem with...</i>  Verb phrases with 'complaint': <i>forward a complaint, handle a complaint.</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
ENTERTAINMENT 	THE TV SHOW	1 WEU	Writing a review.	 Vocabulary related to TV competition shows: <i>panel, contestants, episode, presenter.</i>  Phrases for introducing opinions: <i>I'm not usually a huge fan of... / However... / Although there were many things I enjoyed about the show...</i>
	A SHORT STORY	2 WEU	Writing a story.	 Past Perfect: <i>They had all recently finished university... and were excited about getting about from the city after all the hard studying they had done.</i>  Adverbs used for dramatic effect: <i>gradually, fortunately, finally, kindly, unfortunately.</i>
	GREAT LIVES	3 WEU	Writing a biography.	 Lexical phrases related to an artist's life: <i>His work was characterised by sombre paintings, composed of shades of blue and blue-green.</i>  Connecting phrases to express dates and times: <i>By the time he (was), meanwhile... were building, shortly after, later.</i>
	ARRANGING A GET-TOGETHER	4 WEU	Writing a group email.	 Making suggestions and requests: <i>I thought it would be a nice idea if we (got together)... / It would be great if you could (whip up)... / What about (next Saturday?) / Would you be able to (grab)...?</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
WRITING WITH A PURPOSE 	WRITING A LETTER OF COMPLAINT	5 WEU	Writing a letter of complaint.	 Vocabulary related to dissatisfaction with the quality of products: <i>complain, dissatisfied, unacceptable.</i>  Formulaic email phrases and linkers: <i>Dear Sir (Madam), I am writing to... / Yours faithfully.</i>
	APPLYING FOR A JOB	6 WEU	Writing an application letter.	 Prepositions: <i>I would like to apply for the position of the personal shopper. I am sure I would be successful in the role.</i>
	EMAILING FOR INFORMATION	7 WEU	Writing a formal letter asking for information.	 Language for asking about information: <i>I would be very grateful if you could send the information requested above by the end of next week.</i>  Phrases used in formal emails: <i>I am writing in reference to the team-building activities you offer on your website. I would like to outline our needs and check a few details with you.</i>
	REPORT WRITING	8 WEU	Writing a report.	 Useful adverb + verb and verb + noun collocations: <i>considerably improved, significantly raised, noticeably increased, to work flexitime.</i>  Standard report headings: <i>executive summary, background, research methods, findings, conclusion and recommendations.</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
EXPRESSING YOUR IDEAS IN WRITING 	ARE YOU FOR OR AGAINST?	9 WEU	Writing a discursive essay.	 Discourse markers: <i>on the positive side, has a number of disadvantages, however, what is more.</i>
	A GOOD PLACE TO VISIT?	10 WEU	Writing a description of a place.	 Modal verbs: <i>You can try the variety of food on offer. There are also quieter places you ought to visit.</i> Quantifiers: <i>Bandung also has several interesting museums.</i>  Phrases to give advice: <i>Although it's an attractive city for tourists, Bandung does have a number of problems. All in all, Bandung is definitely worth visiting.</i>
	WRITING A RESTAURANT REVIEW	11 WEU	Writing a restaurant review.	 Adjectives: <i>pleasurable, attentive, disappointing, knowledgeable.</i>  Positive / negative review phrases: <i>What a place, stands out. The best thing about, I was also impressed by...</i>
	WRITING AN EVALUATION	12 WEU	Writing a performance evaluation.	 Present Perfect / Past Simple: <i>It has not been a perfect year. Key clients said they were not informed of product changes.</i>  Phrases for an evaluation: <i>Overall (summary) of performance... / Performance related to key elements of the job... / Areas in need of improvement.</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
LECTURES AND TALKS 	ACADEMIC SUBJECTS	101 CGL	Taking part in a small group discussion about how to choose a course of study.	 Vocabulary for academic subjects: <i>psychology... sociology etc.</i>  Relative clauses: <i>Biosciences, which covers a range of subjects... etc.</i>
	STUDYING ABROAD	102 CGL	Talking to classmates about their courses of study.	 Modals: <i>need to, don't need to, should, cannot etc.</i>  Discourse markers in talks: <i>I've spoken about... / firstly... / finally etc.</i>
	SUCCESSFUL STUDENTS	103 CGL	Agreeing and disagreeing with classmates about learning.	 Phrases for talking about theories: <i>this is the theory that... / studies have shown... etc.</i>  Vocabulary adjectives to describe whether you believe an idea: <i>plausible... / debatable... etc.</i>
	ACADEMIC BACKGROUND	104 CGL	Describing your study experience in an academic interview.	 Verbs and dependent prepositions: <i>apply to... / focus on... etc.</i>  Follow up questions: <i>Do you think you can benefit from...? / How well do you respond to...? Etc.</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
SEMINARS AND TUTORIALS 	RESEARCH	105 CGL	Talking about researches and the methods used.	 Words related to research: <i>quantitative data, open days, report, sources of data, qualitative data, survey, method.</i>  Phrases used for giving advice: <i>I'd suggest... / I'd advise... / My advice is...</i>
	PROPOSING A CHANGE	106 CGL	Taking part in a student and tutor meeting.	 Phrases for describing research and writing work: <i>word count, secondary research, primary research, supervisor, deadline.</i>  Phrases for proposing, accepting and rejecting changes: <i>I think it will be better if... / I'm sorry to say I disagree. / Shall we meet again? / My advice is to get... / I think that's doable. / That's good with me.</i>
	YOUR VIEWPOINT	107 CGL	Debating various topics related to education and health.	 Phrases referring to data: <i>A small percentage of parents reported... / Almost all the participating schools reported fewer... / Just over half of the students displayed a higher interest...</i>  Reporting verbs: <i>point out, show, report, feel, reveal, confirm.</i>
	SPOKEN REFERENCES	108 CGL	Discussing and responding to sources on climate change.	 Phrases for quoting sources: <i>John Berry claims that... / Environmentalists believe that... / The research suggests that... / ...according to most sources.</i>  Phrases and words for describing climate change: <i>rising sea levels, floods, people leaving home, famine and disease.</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
DISTANCE LEARNING 	EDUCATION HOUR	109 CGL	Interviewing each other about the topic of distance learning.	 Vocabulary related to research: <i>carry out, cross-section, perspectives.</i> Words for reporting information and statistics: <i>only 70%, as low as 15%, normally around 90%.</i>  Question formation: <i>word order in questions.</i>
	RELEVANT OF COURSE	110 CGL	Designing your own online course for classmates.	 Language for expressing opinions: <i>That course might be worth taking, I imagine I'd benefit from taking it, It's not worth registering for.</i> Vocabulary for describing courses: <i>sufficient, beneficial, practical, incentive.</i>
	ONLINE TUTORIALS	111 CGL	Taking part in a role play about online tutorials in the context of myClass.	 Vocabulary for dealing with technical issues: <i>sound quality, computer crashes, logging in.</i> Vocabulary related to courses of study: <i>case study, assessment guidelines, jargon.</i>  Phrases for clarifying information: <i>You're breaking up a bit... / You were just saying about... / Sorry what was that?</i>
	NETIQUETTE	112 CGL	Analysing and interpreting comments, reporting findings and supporting ideas with evidence.	 Language for stating opinions and giving evidence: <i>I found that... / I felt that... / This clearly showed...</i>  Phrases for commenting and giving feedback: <i>Do you really believe that? There are loads of spelling mistakes in your post!</i>



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