A young man with dark hair and a slight smile is sitting at a desk in a library. He is wearing a maroon and white striped sweater. He is holding a blue pen and looking towards the camera. In the background, there are bookshelves filled with books and other people are blurred.

myClass
PRE-INTERMEDIATE
coursemap
notebook

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THEME	LESSON	No.	TASK	LANGUAGE FOCUS
HANDLE MEETINGS WITH CONFIDENCE 	MAKING DECISIONS	1 CEU	Discussing which person would or would not be a good salesperson.	 Adjectives for describing employee work qualities: <i>sociable, confident, independent, energetic.</i>  Asking for and giving opinions: <i>Personally, I think... / I believe that... / What's your position on...?</i>
	ORGANISING AN EVENT	2 CEU	Making and responding to offers and requests.	 Making and responding to offers and requests: <i>Could you...? / Do you want me to...? / I'm afraid we can't... / It'd be great to...</i>
	WHAT IS YOUR SUGGESTION?	3 CEU	Discussing options for a team building event for a company and agreeing a choice.	 Comparative language: <i>more... than / less... than / as... as.</i>
	AN END OF YEAR PARTY	4 CEU	Giving an opinion, interrupting and stopping an interruption, and coming back to the point.	 Giving an opinion, interrupting and stopping an interruption: <i>I think / In my opinion... / Sorry to interrupt, but... / I'd like to add that... / Sorry, but just to finish...</i>









THEME	LESSON	No.	TASK	LANGUAGE FOCUS
COMMUNICATE WITH CONFIDENCE IN PUBLIC 	PERSONAL PRESENTATION AND MEETING PEOPLE	5 CEU	Talking and asking questions about somebody's job.	 Adjectives to describe jobs: <i>long-term, stressful, rewarding, disappointing, successful.</i>  Questions to ask about people's jobs: <i>Why did you choose this company? What do you do first when you arrive at work?</i>
	DISCUSSING A PROJECT	6 CEU	Discussing two different project situations, asking questions and reporting on how they are going.	 Project terminology: <i>behind schedule, action plan, budget limits, supplier, lower the cost.</i>
	MAKING A REQUEST	7 CEU	Making and responding to requests and asking for and giving or refusing permission.	 Making requests/asking for permission: <i>Could you...? / Can we...? / Could we...? / Could I...?</i> Responding positively: <i>I'd be (very) happy to... / We can...</i> Responding negatively: <i>We can't... / I won't be able to give you...</i>
	MAINTAINING CONVERSATIONS	8 CEU	Starting, maintaining and closing conversations with friends, colleagues and strangers.	 Present Perfect with "for" / "since" and Past Simple: <i>He has had the same job for three years. She started her job a month ago.</i>  Informal phrases for beginning and ending conversations: <i>Talk to you later. Hi there! How's it going? See you around.</i>










THEME	LESSON	No.	TASK	LANGUAGE FOCUS
CUSTOMER SERVICE 	CONDUCTING AN INTERVIEW TO JOIN A CLUB	9 CEU	Creating polite questions for different situations and carrying out role plays.	 Health words and phrases: <i>high blood pressure, pain in the chest, difficulty in breathing, liver or kidney problems.</i>  Polite question forms: <i>Can you give me...? / Could you tell me if...?</i>
	DEALING WITH CUSTOMERS	10 CEU	Dealing with customers and practising selling to them.	 Adjectives for describing products: <i>long-lasting, fragile, easy-to-use, complicated, up-to-date, best-selling.</i>  Defining relative clauses. / Pronouns: <i>which, who, when.</i>
	BUYING	11 CEU	Conversation with a shop assistant.	 Shop names and shopping items: <i>bakery's, chemist's, greengrocer's, newsagent's, butcher's.</i>  Countable and uncountable nouns and quantity words: <i>vegetable, coffee, lamb chop, chocolate, rump steak, plum, marmalade.</i>  Shopping phrases: <i>Can I have some of...? / Sorry, we haven't got any...</i>
	DEALING WITH COMPLAINTS	12 CEU	Making a complaint to a hotel manager.	 Phrases for making complaints: <i>I have a complaint to make... / I'd like to complain about...</i>  Phrases for apologizing: <i>Sorry to bother you, but... / I'm sorry about this.</i> Ways of adding emphasis: <i>I'll make sure... / I promise we...</i>









THEME	LESSON	No.	TASK	LANGUAGE FOCUS
RESTAURANTS AND FOOD 	DISCUSSING RESTAURANTS	13 CEU	Comparing and recommending restaurants.	 Food vocabulary: <i>red pepper, mushroom, herbs, ice-cream, tuna.</i>  Comparatives: <i>tastier than, as expensive as.</i>  Suggestions and requests: <i>Where shall we go? Why don't we try Pizza House?</i>
	CHOOSING A RESTAURANT	14 CEU	Discussing which restaurant to go to.	 Adjectives for describing a restaurant: <i>lively, quiet, huge, tiny.</i>  Contrast, addition, reason linkers: <i>so, because, but, although, too.</i>
	DESIGNING A NEW RESTAURANT	15 CEU	Planning and presenting ideas for a new restaurant.	 Superlatives: <i>the most interesting of (in) / the happiest of (in).</i>  Meeting language for opening, closing, proposing, agreeing: <i>Thanks for coming everybody. We're here today to discuss ideas.</i>
	RESTAURANT BOOKINGS	16 CEU	Calling and making table bookings on the phone.	 Prepositions: <i>on, from, to, for, at.</i>  Phrases for making bookings: <i>Could I please take your name? I'd like to book a table, please.</i>







THEME	LESSON	No.	TASK	LANGUAGE FOCUS
DESCRIBING THE WORLD AROUND US 	DESCRIBING APPEARANCE	17 CEU	Describing and guessing famous people.	 Adjectives for describing appearance: <i>mid-twenties, quite tall, well-dressed.</i>  Questions to ask about appearance: <i>What colour hair does he have? Can you describe him?</i>
	DESCRIBING PERSONALITIES	18 CEU	Discussing candidates for a job.	 Phrases for describing personality: <i>sociable, decisive, patient, friendly.</i>
	DESCRIBING PLACES	19 CEU	Discussing cities.	 Words for describing cities: <i>residential area, countryside, noise.</i>  Countables, uncountables and quantifiers: <i>pollution, enough nightlife, exhibition, a lot of traffic.</i>
	DESCRIBING OBJECTS	20 CEU	Discussing objects to buy.	 Phrases for describing objects: <i>stylish, traditional, leather.</i>






THEME	LESSON	No.	TASK	LANGUAGE FOCUS
LET'S GO ON HOLIDAY! 	A GOOD HOLIDAY	21 CEU	Tell a story about a good holiday experience.	 Holiday vocabulary: <i>suncream, sunglasses, sleeping bag, tent.</i>  Past tense: <i>We went to London. It was hot and sunny.</i>
	A BAD HOLIDAY	22 CEU	Sharing bad holiday experiences.	 Holiday problems: <i>delayed, overbooked, flooding.</i>  Past Continuous and Past Simple: <i>While I was travelling on the bus, my mother phoned.</i>  Phrases for showing sympathy: <i>That's too bad. What bad luck!</i>
	PLAN YOUR HOLIDAYS	23 CEU	Getting and giving information about holidays and choosing one.	 Holiday packages: <i>full board, a holiday rep, a tour guide.</i>  Phrases for asking for and giving preference: <i>I'm interested in... / I'd like to book...</i>
	GETTING AROUND TOWN	24 CEU	Giving directions to partners on how to get to addresses.	 Places/buildings in a town or city: <i>supermarket, corner shop, bridge, traffic lights.</i>  Phrases for giving directions: <i>turn left, on the right.</i>







THEME	LESSON	No.	TASK	LANGUAGE FOCUS
ENGAGING IN MEANINGFUL CONVERSATION 	TALKING ABOUT INTERESTS AND HOBBIES	25 CEU	Talking and asking about hobbies.	 Verb and noun collocations for hobbies and sports: <i>play sports, download films, go skiing.</i>  Asking questions about habits: <i>Do you play football or another team sport? Do you ever go skiing in the winter?</i>
	GIVING AN OPINION	26 CEU	Talking and asking about how situations make you feel.	 Phrases with the verb “feel”: <i>feel proud, feel afraid, feel jealous.</i>
	ASKING ABOUT THINGS WE LIKE	27 CEU	Discussing activities and what we like and don't like about them.	 Verbs and phrases to talk about likes and interests: <i>dancing, eating out, washing up.</i>  Phrases with gerunds and infinitives: <i>would love, how about, hate, hope, enjoy.</i>
	MAKING ARRANGEMENTS	28 CEU	Planning arrangements with other students.	 Present Continuous for future arrangements: <i>Bill is playing football on Saturday afternoon.</i>  Inviting, accepting and refusing phrases: <i>Are you free this weekend? I'd love to come. I'm afraid I can't.</i>







THEME	LESSON	No.	TASK	LANGUAGE FOCUS
TALKING ABOUT WHAT I LIKE 	MANAGING TOPICS AND CONVERSATION	29 CEU	Using short questions and interest questions to maintain a conversation.	 Interest questions using auxiliaries: <i>Are you...? Do you...?</i> Shortened question forms in every day conversations: <i>What for? Where to? Who with?</i>
	STAYING HEALTHY	30 CEU	Describing and explaining situations about health problems, getting and giving advice within the group.	 Health vocabulary: <i>go on a diet, snacks, put on weight.</i>  Adverbs of frequency: <i>rarely, regularly, usually.</i>  Phrases for advice and suggestions: <i>Try drinking fruit juice instead of fizzy drinks.</i>
	TALKING ABOUT TRAVEL PLANS	31 CEU	Planning and discussing ideas for a round-the-world-trip.	 Transport and travel vocabulary: <i>hotels, hostels, couchsurfing</i>  Future forms: <i>I will go with him. I'm going to email you.</i>
	LIKES AND DISLIKES	32 CEU	Expressing your likes and dislikes on a range of subjects.	 Positive and negative adjectives with prepositions: <i>passionate about, enthusiastic about, interested in.</i>  Expressions for interests and likes: <i>I can't stand... / I'm really keen on...</i>







THEME	LESSON	No.	TASK	LANGUAGE FOCUS
CLEAR COMMUNICATION ON THE PHONE 	GETTING THE RIGHT INFORMATION	33 CEU	Phoning a travel agency for information.	 Tourist information vocabulary: <i>emergency number, opening times.</i>  Essential phone expressions for making and answering enquiries: <i>How may I help you? / I want to know the best way... / Could you say that again?</i>
	TAKING AND LEAVING PHONE MESSAGES	34 CEU	Leaving and taking phone messages.	 Fixed phrases for giving clear details on the phone: <i>I'll just put you through to him. I'll call you back as soon as she answers.</i> Fixed phrases for leaving messages on the phone: <i>Can I leave a message with you?</i>
	MAKING CHANGES OVER THE PHONE	35 CEU	Highlighting the problem and saying what you would like to be changed.	 Phrases with "change": <i>could I change it to, we'd like to change.</i>  Telephone phrases for correcting mistakes and making changes: <i>I need to change some details. / ...if it's not too much trouble.</i> Polite expressions and questions: <i>I'm sorry to trouble you, but... / Is it possible to change...?</i>
	UNDERSTANDING PROBLEMS ON THE PHONE	36 CEU	Carrying out phone calls between customers with problems and customer service staff, sorting out the problems.	 Phrasal verbs: <i>to sort out, to pay for, to pass on.</i>  Expressions for giving and checking details: <i>I'm having trouble with...</i> Expressions for making promises: <i>I'll get back to you.</i>









THEME	LESSON	No.	TASK	LANGUAGE FOCUS
DISCUSSING OPTIONS 	A GOOD COMPANY	37 CEU	Discussing companies to work for.	 Phrases to describe companies/work: <i>a global brand, a start-up, multinational.</i>  “What” + “like” questions: <i>What was your last weekend like? What is your job / university like?</i>
	A BAD MANAGER	38 CEU	Discuss problems with a colleague.	 Adverbs: <i>regularly, stylishly, loudly.</i>
	A GOOD CAREER	39 CEU	Discuss career plans.	 Adjectives and prepositional phrases to describe jobs: <i>challenging, demanding. What should you do if you are looking for a job? What job are you not suited to?</i>
	A GOOD PLAN	40 CEU	Discuss problems and agree changes.	 Conditional 1/“will”: <i>We’ll be able to choose more modern offices if we move. If we reduce the size of our office, we won’t have enough space.</i>









THEME	LESSON	No.	TASK	LANGUAGE FOCUS
MASTERING NEGOTIATION 	ASKING AND ANSWERING BASIC QUESTIONS	41 CEU	Discussing daily work routines.	 Present Simple questions: <i>How long does it take to reply to her emails? Why does she visit clients?</i>
	SEMINARS AND MEETINGS	42 CEU	Discussing and agreeing on future options.	 Future Simple for predictions: <i>This will make getting to work more convenient. What else will they do for fun at the weekends in this neighbourhood?</i>
	EFFECTIVE INTERVIEW TECHNIQUES	43 CEU	Taking part in a job interview.	 Job-related adjectives to describe personality: <i>efficient, competitive, confident.</i> Phrases for describing strengths at work: <i>Our boss is good at communicating. Tim is great at selling.</i>
	LOOKING AT THE FACTS	44 CEU	Looking at statistics and making plans.	 Quantifiers/adjectives and phrases for describing strengths: <i>hardly any, nearly all, three quarters.</i>







THEME	LESSON	No.	TASK	LANGUAGE FOCUS
TRAVEL AND CULTURE 	CULTURAL CELEBRATIONS AND FESTIVALS	45 CEU	Describing festivals and what happens at them and reading about different celebrations in the world.	 Present Perfect: <i>For three thousand years families and friends have got together... the Glastonbury Festival, has taken place on a farm in the West of England...</i>
	MY CELEBRATIONS: BIRTHDAYS, ANNIVERSARIES, ETC.	46 CEU	Asking others about big events in their life, and speaking about big events in your own life.	 Celebrations: <i>to congratulate, to bake a cake, to smile in most photos.</i>  Past Simple positives, negatives and questions: <i>He spent the day driving a racing car around a race track.</i>
	COMPARING CULTURES	47 CEU	Learning to compare different cultures, to give reasons, and to tell visitors about your culture.	 Comparative forms: <i>less extreme, as cold as, greatest.</i> Giving reasons/explaining why: <i>thanks to, because of.</i>
	CULTURAL STEREOTYPES	48 CEU	Using fixed expressions to make generalisations and give exceptions.	 Expressions to make generalisations and give exceptions: <i>On the whole... / From what I've heard... / We shouldn't forget that...</i>








THEME	LESSON	No.	TASK	LANGUAGE FOCUS
DISCUSSING TODAY AND THE PAST 	COMPARING LIFESTYLES	49 CEU	Talking about how you spend your time.	 Adverbs of frequency: <i>rarely, hardly ever, seldom.</i>
	BRAND TALK	50 CEU	Talking about things you love.	 Adjectives to describe products: <i>high-tech, a status symbol, locally made.</i>  Relative clauses with “who”, “which”, “when”, “where”: <i>...their slogan, which is short and easy to remember... / ...they have a number of drama, comedy, and game shows which are popular worldwide...</i>
	BRANDS IN THE PAST	51 CEU	Talking about things you used to love.	 Used to/Past Simple for talking about past habits and attitudes: <i>I used to walk past this one toy shop... / And my parents used to work very hard to give my brothers and me a good life.</i>
	CREATING STORIES	52 CEU	Telling stories from childhood.	 Past Simple, Past Continuous and “used to” to talk about the past: <i>I used to spend my summer holidays at my grandparents’ house... We were pedalling up a hill when my foot slipped...</i>









THEME	LESSON	No.	TASK	LANGUAGE FOCUS
COLLABORATION AND PRESENTATION 	EFFECTIVE PRESENTATIONS	53 CEU	Giving a short presentation describing how a place has changed.	 Passive forms: <i>When new people started arriving, suddenly new places were opened everywhere.</i>
	GROUP PROJECTS	54 CEU	Discussing ideas to improve your city.	 Adverbs/phrases to express certainty: <i>I am certain I will, I will definitely...</i>  Future predictions / "will": <i>To be honest, I am certain that this will lower the quality of life for our citizens...</i>
	GATHERING AND PRESENTING INFORMATION	55 CEU	Reporting events.	 Reported speech: <i>...President of the ABM told us she had read dozens of emails from the staff of the company with similar stories...</i>
	PRESENTING ON HEALTH AND SAFETY	56 CEU	Giving a short presentation.	 Imperatives: <i>Don't lift any object above 14 kgs by yourself. Don't lift any object that is too big to carry easily.</i>










THEME	LESSON	No.	TASK	LANGUAGE FOCUS
CRAFTING THE PERFECT STORY 	FIRST TIME EXPERIENCES	57 CEU	Describing the first time you did something.	 Adjectives to describe feelings: <i>embarrassed, stressed, relaxed.</i> <i>Time linkers: while, during, finally.</i>  Making past questions: <i>Were you worried about what everybody thought? Did you find somewhere to park?</i>
	EFFECTIVE NARRATIVES	58 CEU	Telling a good story.	 Adverbs: <i>luckily, suddenly, carefully.</i>  Responding to stories: <i>You're kidding. What did you do? Gosh, that's lucky. Tell me about it.</i>
	LISTENING AND RESPONDING TO STORIES	59 CEU	Listening to a story and asking questions.	 Reporting information, responding to reports: <i>No way, why not? Right. What a shame! Oh, that's great news.</i>
	MY PAST	60 CEU	Describing past experiences.	 Expressions with money: <i>over-paid, transfer, loan.</i>  Past tenses (Simple, Continuous, Perfect): <i>The biggest mistake I made at work was when I was working in the financial department. / ...when they brought the bill at the end. I realised I had left my wallet at home.</i>








THEME	LESSON	No.	TASK	LANGUAGE FOCUS
DREAMS AND AMBITIONS IN LIFE 	MY DREAMS AND AMBITIONS WERE	61 CEU	Describing dreams and ambitions you had.	 “Used to” + verb to describe repeated actions / habits / states in the past: <i>Ben used to run around the school to look for things to write about. Jerry used to know the names of so many planets.</i>  Talking about ambitions / plans in the past: <i>My father wanted me to... / I expected to...</i>
	MY DREAMS AND AMBITIONS ARE	62 CEU	Describing plans, hopes and ambitions.	 Time linkers: <i>as soon, as after, until.</i>  Talking about future plans and ambitions: <i>This week I'm planning to... / In the future I would like to...</i>
	TALKING ABOUT THE HYPOTHETICAL	63 CEU	Describing imaginary situations.	 Conditional 2: <i>...if I won £1000, I'd go on a cruise. / ...if I won £1000, I think I would buy myself a new phone and then I would give the rest to charity.</i>
	ESSENTIAL DESERT ISLAND ITEMS	64 CEU	Giving opinions and finding an agreement.	 Outdoor objects / equipment: <i>a penknife, a fishing rod, insect repellent.</i>  Conditional 2: <i>I'd live on a desert island for a few weeks if I could take a few things with me... / I wouldn't have anything to do in the evening if I didn't have any Internet.</i>







THEME	LESSON	No.	TASK	LANGUAGE FOCUS
CONVEYING GROUP IDEAS 	INTERACTING WITH PEOPLE	65 CEU	Discussing options.	 Making suggestions, agreeing, disagreeing: <i>I like the idea of..., but... / Have you considered...?</i> “Would/might” for discussing options: <i>...we would love to have your input... / In September the venue might be cheaper.</i>
	GROUP DECISIONS	66 CEU	Agreeing on solutions to a company problem.	 Making suggestions, agreeing, disagreeing in a meeting: <i>How about introducing a reward scheme for the staff? I see your point, but...</i>
	CONDUCTING SURVEYS	67 CEU	Carrying out a survey, then collecting and presenting results.	 Quantifying pronouns and phrases: <i>the majority, very few, nearly all.</i>  Phrases to structure a presentation: <i>In summary, we have seen... Today I'm going to describe/tell you about/show...</i>
	GIVING A PRESENTATION AND RECEIVING FEEDBACK	68 CEU	Giving a presentation and receiving feedback.	 Signposting language, presentation questions/responses: <i>But let's start by looking at who is playing games. Let's move to the time playing games. In conclusion we can see that these figures mean there are major changes in...</i>








THEME	LESSON	No.	TASK	LANGUAGE FOCUS
GIVING YOUR IDEAS 	TALKING ABOUT WORK	69 CEU	Describing your daily work/study routines.	 Work verb + noun collocations: <i>look for a job, present figures, attend an interview.</i>  Modals of obligation and permission (“have to”, “must”, “can”): <i>I can’t be late or my employers will give the work to someone who can meet the deadlines.</i>
	TALKING ABOUT CITY OR TOWN	70 CEU	Describing how a place has changed.	 Comparative phrases: <i>It wasn’t there before. The people are as friendly now as they were in those days.</i>
	TALKING ABOUT FASHION IN YOUR COUNTRY	71 CEU	Talking about changes in fashion.	 Vocabulary to describe facial appearance: <i>sideburns, moustache.</i>  “Used to” and Present Perfect Simple: <i>People like David Beckham have had beards for about 5 years... / Tattoo artists say that it used to be mostly men that had tattoos, but now more women are having them done.</i>
	TALKING ABOUT PLACES YOU HAVE VISITED	72 CEU	Describing places and recommending them.	 Adjectives to describe places: <i>inconvenient, awful, pleasing.</i> Phrases to describe location: <i>Lisbon Hotel is a long way from the main square. Lviv hotel is in an area where lots of different nationalities live.</i>









THEME	LESSON	No.	TASK	LANGUAGE FOCUS
THE ARTS 	MUSICIANS	73 CEU	Roleplaying an interview between a famous musician and a journalist.	 Past Simple (affirmative and interrogative): <i>When did you start playing the drums? How did the tour go? He formed a band with his brothers. His brother was musical and played the guitar.</i>
	THE SILVER SCREEN	74 CEU	Discussing films.	 Adjectives to describe films: <i>entertaining, action-packed, predictable, violent, disappointing, enjoyable.</i>  Questions: <i>What kind of films do you usually watch? How was it? Didn't you like the acting?</i>
	MY FAVOURITE DECADE	75 CEU	Describing and comparing music in different decades.	 Time phrases: <i>suddenly, late, decade.</i>  Adjectives and phrases to talk about music: <i>awful, boring, popular, brilliant, bring back memories, make somebody smile, sound all the same, enjoy doing something.</i>
	AN IMAGE IS WORTH A THOUSAND WORDS	76 CEU	Describing and discussing photos.	 Word formation (noun, adjective, verb): <i>brightness, brighten, bright; relaxation, relax, relaxing.</i>  Phrases for giving your opinion and discussing: <i>Look at this photo, isn't it amazing? Shall we agree to disagree? This one is more my taste, I think. I think we have very different tastes.</i>








THEME	LESSON	No.	TASK	LANGUAGE FOCUS
FAMILY 	FAMILY STORIES	77 CEU	Telling and responding to family stories.	<ul style="list-style-type: none">  Family vocabulary: <i>parents / parents-in-law, brother / half-brother, break up / get divorced, get to know / stay in touch.</i>  Phrases for responding to stories: <i>Wonderful! Oh, I am sorry. That's great! I can imagine.</i>
	PARENTING	78 CEU	Roleplaying a family negotiation.	<ul style="list-style-type: none">  Conditionals 0 and 1: <i>If you don't make too much noise, you can invite friends home. If we go out after dinner, I won't be home later 11 pm.</i>  Language for asking for permission: <i>Do you mind if they stay for dinner? Is it ok if I have some friends round this evening? Is it a problem if I go out later?</i>
	MARRIAGE	79 CEU	Telling stories about relationships.	<ul style="list-style-type: none">  Verb phrases to describe relationships: <i>on a date, keep in touch, get married, fall in love.</i>  Past Simple review: <i>We fell in love in Spain. We kept in touch every week. I met my wife Anna.</i>
	HOUSEWORK	80 CEU	Discussing housework responsibilities.	<ul style="list-style-type: none">  Housework vocabulary: <i>do the laundry, fix things, do the ironing, take the rubbish out, lay the table, change the light bulbs, feed the dog.</i>  Modal verbs of obligation: "have to"/"don't have to", "should/shouldn't": <i>You have to look after the kids on weekday evenings. I should learn to cook. You don't have to cook dinner.</i>











THEME	LESSON	No.	TASK	LANGUAGE FOCUS
HOUSES 	UNUSUAL HOUSES	81 CEU	Designing, describing and talking about a house.	 House vocabulary: <i>shed / cupboard, chimney / fireplace, floor / ceiling / roof, window / skylight.</i>  Prepositions of place and movement (“from”, “out”, “behind”, “at”, “in”, “through”): <i>It has a chimney and a fireplace in the centre of the house. Natural light comes into the building through a skylight.</i>
	A GREAT AREA TO LIVE	82 CEU	Describing and comparing different places.	 Adjectives and phrases to describe areas and places: <i>leafy, elegant, trendy, access to, a large choice of, feel unfriendly for, as crowded a... / There are a lot of highly-rated schools in this area. There are very few supermarkets within easy reach.</i>
	HOLIDAY ACCOMMODATION	83 CEU	Describing places to stay on holiday.	 Adjectives and phrases to describe places and location: <i>stunning, child-friendly, spacious, peaceful, cultural attractions.</i>  Adverbs qualifying adjectives: <i>fully equipped, conveniently located, newly decorated, well located. A fully equipped fitness centre. The hostel has a newly decorated lounge area.</i>
	YOU AND YOUR HOME	84 CEU	Talking about home, roleplaying buying/selling a house.	 Present Perfect and Past Simple: <i>Have you lived here a long time? Did you need to fix a lot? Have you redecorated recently?</i>













THEME	LESSON	No.	TASK	LANGUAGE FOCUS
MONEY 	TERMS AND CONDITIONS	85 CEU	Talking about and comparing jobs and conditions.	 Quantifiers: <i>a few, a lot of, less, more, fewer, a couple.</i> <i>There are fewer paid holidays. There are a couple of benefits.</i> <i>There are a lot of things in life more important than money.</i>
	GETTING A BARGAIN	86 CEU	Giving advice about buying objects.	 Vocabulary to describe good value: <i>value for money, worth the money, a special offer, a risk.</i>  Conditionals 0 and 1: <i>If you are thinking of buying a new car, you should read our useful tips first. If a price looks too good to be true, you will probably have problems selling it in the future.</i>
	LIFESTYLE CHANGES	87 CEU	Brainstorming and discussing ways of saving money.	 Phrasal verbs: <i>work out, give up, run out of, turn down, end up, stay in, stop off.</i> <i>I got a calculator and worked out how I could live on 74 pounds. I gave up going to the gym for a week.</i>
	THE BUDGET	88 CEU	Discussing local problems, brainstorming solutions and planning a speech.	 Upward and downturn trend verbs: <i>increase, reduce, cut, lower, raise.</i> <i>Economic vocabulary: government spending, interest rates, VAT, unemployment.</i> <i>We will cut government spending. We want to reduce VAT.</i>










THEME	LESSON	No.	TASK	LANGUAGE FOCUS
EDUCATION 	ONLINE OR OFFLINE	89 CEU	Discussing learning experiences and courses.	 Phrases for expressing likes and dislikes: <i>find it easy to do, find it difficult to do, like smth, hate smth, not mind doing smth, enjoy. I find it really difficult. I feel stressed.</i>
	STUDENT LIFE	90 CEU	Planning and presenting a campus project.	 Passive Voice (Present Simple): <i>The buildings are named after famous ex-students. A list of properties can be provided to suit your needs.</i>
	FAVOURITE TEACHER	91 CEU	Talking about a favourite teacher.	 Vocabulary associated with teaching: <i>fair, strict, interesting, respect, criticise, knowledge.</i>  Past Simple (affirmative and negative): <i>My teacher really knew her stuff. I didn't learn much in his lessons.</i>
	CHOOSING A COURSE	92 CEU	Reading and giving advice about courses.	 Vocabulary related to studies and courses: <i>academic course, degree, tutor group, full time, part time.</i>  Imperatives to give advice: <i>Find out... / Think about... / Remember to... / Remember that...</i>











THEME	LESSON	No.	TASK	LANGUAGE FOCUS
MEDIA 	READING HABITS	93 CEU	Sharing reading experience and favourite books.	 Vocabulary related to books: <i>carry around, look through the books, go to bookshops, turn a page in a book. An eReader is more convenient to carry around. It's more satisfying to turn a page in a book.</i>  Comparative adjectives + infinitive: <i>It's more convenient to carry around. It's better to go to bookshops.</i>  Phrases to make recommendations: <i>It's really amazing. / I really recommend it. / Have you read it? It's... I'm currently reading.</i>
	FILMS	94 CEU	Discussing bad films.	 Negative adjectives and verbs: <i>detest, can't stand, terrible, appalling, awful, dreadful, silly.</i>
	THE PRESS	95 CEU	Discussing and selecting newspapers and magazines.	 Linkers: <i>however, while, in addition, but, while. In addition to the national papers, there are local daily papers. The local ones usually come out in the afternoon while the national ones all come out in the morning.</i>
	WATCHING TV	96 CEU	Discussing and sharing opinions about TV.	 TV-related vocabulary: <i>soap opera, characters, stream, binge, episode, viewers.</i>  Relative clauses with wh-words. <i>Workers would meet at the water coolers to discuss what they had watched the night before. This is why you often hear the phrase "spoiler alert".</i>











THEME	LESSON	No.	TASK	LANGUAGE FOCUS
JOBS 	HOW TO FIND A JOB	97 CEU	Discussing jobs and giving advice.	 Advice phrases: <i>make sure you... / you can... / you should... / It's a good idea to... / if you... / don't... / Don't lie on your CV. Make sure your cover letter includes the right information.</i>
	CHOOSING A JOB	98 CEU	Discussing and describing jobs.	 Job-related verbs and collocations: <i>encourage people, do, fix things, lead people, build relationships, change people's opinions, manage, think.</i> Jobs: <i>accountant, marketing manager, artist, graphic designer, HR manager, nurse.</i>
	CHANGING JOBS	99 CEU	Discussing work problems and give advice.	 Conditional 1 with "might": <i>He might be even less friendly if he doesn't like at first sight.</i>  Asking for and giving advice: <i>I think you should... / Why don't you ask for... / Should I tell him...? Really! Are you sure?</i>
	I LEARN SOMETHING EVERY DAY	100 CEU	Discussing your own job experiences.	 Tenses review (Present Perfect, Present Simple, Past Simple): <i>Have you enjoyed your time here? I enjoyed the workshops last month. The job is enjoyable.</i>  Job questions: <i>How's the job? What has been the best thing for you? Do you enjoy sales?</i>











THEME	LESSON	No.	TASK	LANGUAGE FOCUS
COMMUNICATING IN PUBLIC 	MEETING PEOPLE	5 CGL	Taking part in a role play to exchange personal details while maintaining a positive impression.	 Tag questions: <i>It's in Clark, isn't it?</i>  Questions used in a variety of situations: <i>Are you happy with the change?</i> Expressions used to show interest: <i>Really? Did you?</i>
	DRESS FOR SUCCESS	6 CGL	Taking part in a role play to they ask for and give advice on what to wear for particular occasions.	 Clothing and accessories items: <i>three-piece suit, leather watch strap.</i>  Phrases for asking for and giving advice: <i>If I were you, I would wear something red. You should wear a long skirt or trousers.</i>  Phrases for making compliments: <i>That jacket fits you very well.</i>
	MAKE A REQUEST	7 CGL	Making and role-playing short conversations for specific situations dealing with requests.	 Phrasal verbs: <i>turn up, switch off, hang on.</i>  Phrases for making requests: <i>Could you please keep him on a leash? Would you be able to work half your shift?</i>
	MEMORABLE MEALS	13 CGL	Talking about a memorable meal they have had.	 Using so and such to add emphasis: <i>Such a long time to finish it. So good. Such a memorable meal.</i>  Phrases for active listening: <i>Right, wow... / Go on.</i> Follow-up questions: <i>So what did you do?</i>










THEME	LESSON	No.	TASK	LANGUAGE FOCUS
LOVE IT OR HATE IT? 	MAKING A BIG PURCHASE	10 CGL	Giving clear explanations for a purchase.	 Phrases related to personal finance: <i>stocks and shares, educational course.</i>  Conjunctions: <i>so, as, because.</i>  Phrases for giving reasons using conjunctions.
	SHOPPING WITH CONFIDENCE	11 CGL	Buying something in a shop.	 Vocabulary related to shops and shopping: <i>hardware store, shoe shop, department store.</i>  Phrases for making requests: <i>Excuse me, do you have...? / I'm looking for... / May I...?</i>
	GIVING FEEDBACK	67 CGL	Giving a presentation and receiving feedback.	 Adjectives for talking about products: <i>useful, mobile, essential.</i>  Phrases for making suggestions: <i>Have you thought about changing...? / It would be better if you...</i>  Phrases for giving feedback: <i>I'm not a big fan of... / The best thing about it is...</i>
	CRIME AND PUNISHMENT	68 CGL	Justifying opinions in a discussion and reaching a group consensus.	 Crime vocabulary: <i>kidnapper, smuggler, arsonist.</i>  Phrases for making suggestions: <i>How about 10 years hard labour?</i>  Phrases for giving opinions: <i>Good idea! / That's awful!</i> Phrases for group discussions: <i>Do you think...? / What's your opinion? / Do we all agree?</i>












THEME	LESSON	No.	TASK	LANGUAGE FOCUS
BEING DIPLOMATIC 	MANAGING CONFLICTS	17 CGL	Expressing problems and dealing with complaints, e.g. in a shop.	 Phrases for describing defects, problems and dissatisfaction: <i>We'd be happy to... / Can I help you? / Can you tell me why?</i>  Useful customer service phrases: <i>chipped, burnt, scratched.</i>
	TALKING ABOUT SICKNESS	18 CGL	Giving and receiving explanations over the phone and responding appropriately.	 Words and phrases for talking about sickness: <i>feel sick, catch a cold, feel dizzy.</i> Words and phrases for expressing sympathy: <i>Oh dear, I am very sorry to hear that.</i>  Phrases for asking about sickness: <i>Have you been to the doctors? Do you need anything?</i>
	COMPARING HOTELS	19 CGL	Making comparisons to make informed decisions.	 Hotel vocabulary: <i>sauna, jacuzzi, satellite TV.</i>  Phrases for making comparisons: <i>isn't as far as, isn't as near to, fewer.</i>
	VISITING A DOCTOR	38 CGL	Giving and receiving advice from a doctor or friend.	 Words and phrases related to health advice: <i>swollen throat, drink lots of fluid, feels sore all over.</i>  Questions to ask patients and health professionals: <i>Have you checked your temperature? Did you take anything for it?</i>









THEME	LESSON	No.	TASK	LANGUAGE FOCUS
WHAT'S HAPPENING IN YOUR LIFE? 	WHAT ARE THEY LIKE?	21 CGL	Describing the personality of people you know.	 Adjectives to describe personality: <i>confident patient hard-working friendly.</i> Adverbs of degree: <i>Not at all, extremely.</i>  Present simple for describing people and daily activities: <i>She always likes to have a joke.</i>
	DESCRIBING FUTURE TECHNOLOGY	24 CGL	Making and discussing predictions about future.	 Phrases for making predictions: <i>will probably / probably won't.</i>  Words and phrases related to inventions: <i>motorised bikes, online teaching.</i> Time phrases: <i>In a 100 years' time. / In the future.</i>  Phrases for expressing opinions: <i>That's what I think, anyway. / I don't think..</i>
	DID YOU HAVE FUN ON HOLIDAY?	25 CGL	Speaking about your last holiday.	 Words and phrases to talk about holidays: <i>We spent a lot of time on the beach. I was feeling a little seasick.</i> Phrases to describe weather: <i>breezy, windy, stormy, thundery.</i> Phrases for expressing feelings: <i>The sunset over the water was absolutely breath-taking!</i>
	ENGAGING OTHERS AND DISCOVERING MORE	59 CGL	Making notes about something new you have tried. Sharing your story with a partner who asks follow-up questions to find out more. Sharing the story you heard with a small group.	 Narrative tenses: <i>Even when I was a child, I would listen to my favourite pop songs and make up my own dance steps.</i>  Phrases with make and do: <i>Make up my own dance steps. I like to do yoga sometimes.</i>  Follow on questions: <i>That sounds interesting. How do you do it?</i>








THEME	LESSON	No.	TASK	LANGUAGE FOCUS
THE DAY-TO-DAY 	PLANNING THE FUTURE	33 CGL	Filling up your diary for the following week by making arrangements with classmates.	 Phrases with 'time': <i>pressed for time, time off.</i>  Future forms: <i>I'm meeting... / I'll probably be out of the office.</i>
	MAY I INTERRUPT?	34 CGL	Having a discussion on top four choices to renovate an office.	 Adjectives to describe offices: <i>spacious/cramped/tiny.</i>  Phrases for interrupting, rejecting and getting back on topic: <i>Can I come in here? Could we get back to the point?</i>
	QUALIFICATIONS REQUIRED	36 CGL	Talking about qualifications and obligations for different jobs.	 Adjectives to describe occupations: <i>sociable, out-going wise knowledgeable.</i>  Phrases to express obligation and necessity: <i>Have to / don't have to / must.</i>
	PRESENTING BALANCED OPINIONS	50 CGL	Talking about television habits and the effects that television has on society.	 Quantifiers: <i>almost everyone, the majority of us.</i>  Phrases for expressing result: <i>Almost everyone wants to watch less TV. / The majority of us watch TV every day.</i>  Phrases for inviting others into the conversation: <i>Do you have any other ideas? Do you agree with him?</i>









THEME	LESSON	No.	TASK	LANGUAGE FOCUS
CLARITY IS KEY 	MARKET RESEARCH	73 CGL	Discussing and creating market research survey. Using the results of the survey to make suggestions to improve a company or industry.	 Phrases for asking for and making suggestions: <i>Is there anything else you'd like to see? It could be cheaper.</i>  Question formation: <i>Do you mind if I ask you a few questions? What's important for you when you go for a coffee?</i>
	OFFICE EQUIPMENT	74 CGL	Writing a set of instructions on how to use a piece of hardware or software.	 Present simple for giving instructions: <i>Switch on the scanner and open the lid.</i>  Markers to sequence a set of instructions: <i>First, now, next, then.</i>  Words/phrases related to office hardware/software: <i>scanner, scan button, lid, etc</i>
	DESCRIBING A CHART	75 CGL	Conducting a class survey on how people use their smartphones.	 Superlatives: <i>The biggest use of smartphones... / The smallest use...</i> Use of the gerund: <i>The biggest use of smartphones is playing games.</i> Words/phrases related to smartphone use: <i>web browser, text messaging, camera, notes.</i>  Words/phrases to describe charts: <i>People spend about a quarter of their time using social media. People only spend ten percent of their time using email.</i>
	COST CUTTING	76 CGL	Taking part in a meeting to decide on the best ways for a company to cut costs.	 Words and phrases related to money: <i>reduce costs, overheads tripled, a lump sum.</i>  Phrases to ask for and give suggestions: <i>What do you suggest? / It might be worth... / Why don't we...?</i>











THEME	LESSON	No.	TASK	LANGUAGE FOCUS
FINDING THE BEST 	SUPPLIER ANALYSIS	77 CGL	Talking about workplace skills and ranking them using phrases related to job skills.	 Phrases related to job skills: <i>have full proficiency at.. / do something at a low level, (not) be an expert user.</i>  Can/can't/be able to: <i>They can provide bilingual staff. The staff are capable of writing reports.</i>
	RAISING AN ISSUE	78 CGL	Role-playing a conversation between a manager and an employee where the employee raises an issue.	 Adverbs of frequency: <i>always, hardly ever, never, etc.</i>  Phrases related to explaining a problem: <i>I have a problem I want to discuss with you. That's not really the issue.</i>
	MAKING A COMPLAINT	79 CGL	Role-playing a conversation between a customer and a supplier about a complaint.	 Phrases related to deliveries: <i>registered, courier, by hand.</i>  Phrases for complaining and apologising: <i>I'm calling about some service issues. Oh dear, I must apologise.</i>
	LET'S AGREE	80 CGL	Prioritising training needs for a business.	 Words and phrases related to money: <i>reduce costs, overheads tripled, a lump sum.</i>  Phrases for expressing and asking for opinion: <i>My view is we do interview skills training now. Which one do we prioritise? What do you think?</i> Phrases for agreeing: <i>Yes, that sounds sensible.</i>











THEME	LESSON	No.	TASK	LANGUAGE FOCUS
	CORRECTING AN ERROR	81 CGL	Role-playing scenarios correcting problems.	 Phrases for checking and confirming instructions: <i>Could you double check that please?</i>  Words and phrases related to business expenses: <i>claim form, travel dates, receipt.</i>  Phrases that express obligation (have to/need to): <i>Now we need to talk to you about your travel claim.</i>
	DEALING WITH QUESTIONS	82 CGL	Presenting the skills and qualifications needed in their current or ideal career.	 Phrases related to skills and qualifications: <i>degree, full-time course, training opportunities.</i> Acronyms: <i>CELTA, TEFL.</i>  Phrases for asking and answering questions in a presentation: <i>Could you tell me what TEFL means? Good question!</i>
	ASKING FOR FEEDBACK	83 CGL	Taking part in a focus group about new products.	 Technology features: <i>messaging apps, large screen.</i>  Phrases for asking for opinions: <i>Can you share your opinion? / What are your views on...?</i>  Phrases to ask for more details: <i>what exactly is cool about...? / Can you explain...?</i>
	INVESTIGATING A PROBLEM	84 CGL	Investigating a problem using a critical thinking method.	 Question forms for investigating a problem: <i>Do you know how this happened? So how can we stop this happening again?</i>  Words and phrases related to information storage and security: <i>flash drive, update the computer, password protected.</i>








THEME	LESSON	No.	TASK	LANGUAGE FOCUS
WRITING EMAILS AND LETTERS 	WRITING A COMPLAINT	1 WGL	Making notes about a time you complained and using your notes to write a letter of complaint.	 Phrases to talk about solutions to complaints: <i>To resolve the problem, I would appreciate it if you could.</i> Common phrases in a letter of complaint: <i>I am writing to complain about...</i>
	RESPONDING TO A COMPLAINT	2 WGL	Writing a letter of responding to a complaint.	 Adverbs to say sorry: <i>extremely, awfully, really sorry.</i>  Common phrases in a letter responding to a complaint: <i>I'm writing to say sorry for... / I will do everything possible to...</i>
	APPLYING FOR A JOB	3 WGL	Writing a cover letter applying for a chosen job.	 Character adjectives: <i>knowledgeable, determined.</i>  Common phrases in a cover letter: <i>I am interested in applying for the position of...</i>
	WRITING ABOUT A PROCESS	4 WGL	Writing about a process for a website providing information.	 Linkers: <i>The first stage. / After this.</i>  Phrases to show obligation: <i>You have to... / In order to... / It's essential to...</i>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
ORGANISING YOUR WRITING 	EXPRESSING OPINION	9 WGL	Writing a formal paragraph on an issue of modern society.	 Phrases for giving opinions: <i>In my opinion; I believe.</i> Phrases for justifying opinions: <i>for example; furthermore.</i>
	A WEEKEND AWAY	10 WGL	Writing a formal paragraph about the causes and effects of an issue in your city.	 Vocabulary related to traffic problems: <i>traffic congestion, distracted driving.</i>  Phrases to express cause and effect: <i>contribute towards, a consequence of.</i>
	JOINING INSTRUCTIONS	11 WGL	Writing a paragraph highlighting problems / suggesting solutions.	 Referencing: <i>this, these.</i>  Phrases to add/organise ideas and give examples: <i>first of all, in turn, such as.</i>
	DIFFERENT WAYS OF TRAVELLING	12 WGL	Writing a plan for an opinion essay.	 Linkers: <i>firstly, secondly, additionally.</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
IMPORTANT EVENTS 	AN INVITATION	1 WEU	Writing an email invitation and a reply	 Present Continuous for arrangements: <i>We're having a party, we're meeting at...</i>  Expressions for inviting and responding: <i>Would you like to come? We'd love to come but... / Are you sure we don't need to bring anything?</i>
	A SPECIAL OCCASION	2 WEU	Writing an informal letter describing a special occasion	 Past Simple and Continuous: <i>she looked great, it wasn't too hot, the weather was perfect, people were crying, the sun was shining</i>
	MAKING HISTORY	3 WEU	Writing a description of a significant event in your country's history	 Words and collocations for events: <i>celebration, mourning, come as a shock, a lasting memorial, pay respects</i>  Review of past forms (Past Simple, Past Continuous, Past Perfect): <i>Because Havel was not a typical politician, he had been very popular...</i>  Linking words: <i>and, but, because, so. Because he was very respected, politicians from all over the world attended his funeral.</i>
	GETTING IN TOUCH	4 WEU	Writing an email to an old friend that has got in touch	 Question forms: <i>How on earth did you find me? Are things well? Where are you living now? Are you still in touch with...?</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
TRAVELLING 	A HOLIDAY BLOG	5 WEU	Writing a blog entry about a recent holiday; leaving comments to blogs	<ul style="list-style-type: none">  Words and collocations related to travelling: <i>go on holiday, have a good time, it was worth it.</i>  Review of infinitives and -ing forms: <i>we wanted to eat, we loved visiting, we enjoyed meeting, we decided to go.</i>
	A WEEKEND AWAY	6 WEU	Writing an email inviting a friend to go away for a weekend	<ul style="list-style-type: none">  Words and phrases related to travelling: <i>go away, get away, chatting, sightseeing, book a tour.</i>  Present Continuous for future arrangements: <i>we're having a party, we're organising a trip.</i>  Inviting, accepting, refusing: <i>We'd love to come, Thanks again for the invite, I'm afraid I can't make it.</i>
	JOINING INSTRUCTIONS	7 WEU	Writing joining instructions for a meeting at your place of work or study	<ul style="list-style-type: none">  Verbs and phrases used in giving directions: <i>pick up your badge, bring money, arrive at the venue, arrive on time.</i>  Imperatives for directions: <i>turn left, take the first exit, go straight, follow the signs.</i>
	DIFFERENT WAYS OF TRAVELLING	8 WEU	Writing an article comparing different ways of travelling	<ul style="list-style-type: none">  Travel vocabulary: <i>direct and indirect flight, comfortable, frequent service, overnight, delayed.</i>  Useful phrases for comparisons: <i>much faster, the best way, a cheaper option than, by far the cheapest, much more frequent.</i>

THEME	LESSON	No.	TASK	LANGUAGE FOCUS
COURSES 	MY STUDIES	101 CGL	Interviewing your partner on their academic choices, likes and dislikes.	 Words related to school subjects: <i>classical languages, business studies, science</i>  Phrases for describing preferences and ability: <i>I'm good at... / I prefer... / I didn't enjoy those as much.</i>
	INTERNATIONAL STUDY	102 CGL	Discussing how to prepare to study abroad.	 First conditional: <i>If you take good quality notes, it will help you with exam preparation.</i>  Phrases for describing courses: <i>pre-sessional courses, in-sessional courses, PhD students</i>
	LEARNING NEW SKILLS	103 CGL	Looking at different course options and summarising their teaching and content.	 Referencing with pronouns: <i>Our goal is helping our users learn the practical, cutting-edge skills they need to fully develop themselves.</i>  Phrases for giving opinions: <i>I'm certain that... / For me... / I'd say... / Without doubt...</i>  Vocabulary for practical courses: <i>business management, music production, web design.</i>
	COURSE REGISTRATION	104 CGL	Registering and handling registration for a variety of academic or practical courses.	 Phrases for describing course requirements and qualifications: <i>obtain a certificate, attend an interview, get onto the course. A grades in Science and Maths.</i>  Questions for registering for courses: <i>Can I join the full-time one month course? Can you tell me more about the exam?</i>

THEME	LESSON	No.	TASK	LANGUAGE FOCUS
MAKING A POINT 	PRESENTING A PROJECT	105 CGL	Making a presentation about an academic project.	 Signposting: <i>After I had decided on my topic... / The next stage was...</i>  Collocations for describing projects: <i>carry out research, define the scope, analyse the data.</i>  Past simple: <i>The tutor suggested some changes. I noticed some interesting trends.</i>
	REPORTING	106 CGL	Discussing different aspects of healthy living.	 Phrases for reporting and summarising: <i>claim that, state that, argue that, these views are supported.</i>
	ENGLISH IN SCIENCE	107 CGL	Taking part in a formal discussion on topics related to education.	 Language for giving opinions and clarifying information: <i>Some people believe that... / In contrast... / One positive aspect of... / So you're saying... / Do you mean...</i>
	INFORMATION EXCHANGE	108 CGL	Interviewing about academic background.	 Vocabulary related to education: <i>bilingual, personal statement, module.</i> Common academic interview questions: <i>What qualifications do you have? What do you find the most challenging about...?</i>

THEME	LESSON	No.	TASK	LANGUAGE FOCUS
ACADEMIC PAST AND PRESENT 	LANGUAGE LEARNING	109 CGL	Interviewing a partner about their language learning experiences.	 Words and phrases related to learning methods and approaches: <i>Self-access materials, face-to-face learning, intensive course</i>  Open and closed questions about studying/ academic background: <i>How long have you studied Korean? Would you recommend online study?</i>
	DESCRIBING EXPERIENCES	110 CGL	Interviewing each other about past work and study experiences. Comparing experiences with each other and sharing your findings with the class.	 Present perfect for past experiences. <i>Have you ever studied a language online? Have you ever been to/lived in the Philippines?</i>  Simple language for reporting information: <i>Two of the three students study Business. None of the three students are from Asia.</i>
	MY BACKGROUND	111 CGL	Interviewing each other about academic background.	 Words and phrases related to higher education: <i>Undergraduate, get funding, begin your research.</i>  Question forms: <i>What's your highest qualification? Can you explain a bit more about that? Was this the topic of your dissertation?</i>
	ENTRY REQUIREMENTS	112 CGL	Deciding on suitable entry requirements for a course.	 Modals for obligation: <i>must/mustn't, should/shouldn't.</i>  Words and phrases related to entry requirements: <i>applicants, complete your application, statement, provide references.</i>



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