

**myClass**  
**ADVANCED**  
**coursemap**  
**notebook**



# CONTENTS







## GENERAL ENGLISH












INTERNATIONALISATION .....	3
COMMUNICATING AT WORK .....	4
THE WORLD TODAY .....	5
TRAINING .....	6
BRIGHT IDEAS .....	7
PARTNERSHIPS .....	8
THE TRAVEL BUG .....	9
THE MIND .....	10
TRENDS .....	11
ETHICS AND SOCIAL RESPONSIBILITY .....	12
YOU AND YOUR MONEY .....	13
PERFORMANCE .....	14











HEALTH AND WELL-BEING .....	15
EDUCATION .....	16
GOVERNMENT AND POLITICS .....	17
CRIME AND JUSTICE .....	18
PASSIONS .....	19
IMAGE .....	20
THE JOY OF READING .....	21
THE ENVIRONMENT .....	22
SPACE .....	23
COMMUNICATING YOUR IDEAS .....	24
ACADEMIC COMMUNICATION .....	25

## WRITING LESSONS








WORK AND STUDY .....	26
CURRENT AFFAIRS .....	27
PERSONAL DEVELOPMENT .....	28
DESIGN AND TECHNOLOGY .....	29
LIFESTYLES .....	30
TEAMWORK .....	31
FROM MY PERSPECTIVE .....	32









THEME	LESSON	No	TASK	LANGUAGE FOCUS
INTERNATIONALISATION 	<b>SMALL TALK AND NETWORKING</b>	1 CGL	Introducing yourself and keeping a conversation going.	 Question forms: <i>Where did you fly in from? What's the work environment like at your company?</i>  Expressions for showing interest, paying a compliment, accepting a compliment, referring to a previous conversation, greeting someone, exchanging contact information, asking for confirmation, referring to contact in the future, introducing someone and agreeing: <i>We met briefly at this conference. / I really enjoyed your talk two years ago.</i>
	<b>PRESENTATIONS FOR INTERNATIONAL AUDIENCES</b>	2 CGL	Discussing, justifying your opinion and giving advice in a group discussion.	 Presentations: <i>talk / irony / audience / speaker / applause / offence / gesture / visual aids / delivery / pace / slang.</i>  Language for giving advice: <i>If I were in that kind of situation, I'd... / If it were me, I'd... / I can't recommend ... strongly enough / He should..., no doubt about it. / The sooner he... the better. / Whatever he does, ...</i>
	<b>GLOBAL BRANDING</b>	3 CGL	Giving a short presentation.	 Inversion: <i>on no account does simply being a global brand... rarely is it realistic or profitable to expand, seldom do we associate...</i>
	<b>ENGLISH AS A MEDIUM OF INSTRUCTION</b>	4 CGL	Taking part in a debate.	 Verb-noun collocations connected with university studies: <i>join communities, climb up rankings, entice students.</i>   Expressing opinions, offering explanations, disagreeing: <i>Allowing for the fact that... / Frankly, I doubt if... / that...</i>








THEME	LESSON	No	TASK	LANGUAGE FOCUS
COMMUNICATING AT WORK 	<b>TROUBLE-SHOOTING</b>	5 CGL	Discussing a difficult situation.	 Vocabulary for describing difficult colleagues: <i>nit-pickers, dogmatic people, panickers, hostile co-workers.</i>  Describing characteristic behaviour: <i>They keep on talking, they have a tendency to, a lack of confidence, an intense fear of rejection.</i>
	<b>CURRENT TENDENCIE</b>	6 CGL	Describing visual information.	 Graphs and charts: <i>Steady increase in... / This accounted for only 17%... / Interestingly, only a small minority, 4%...</i>  Sign-posting language: <i>What's important... / Significant here is... / Or, to put it another way</i>
	<b>STAFF MORALE</b>	7 CGL	Reaching agreement.	 Management and human resources: <i>provide regular feedback, making considerable budget savings.</i>  Reporting verbs: <i>warn, insist, claim, deny.</i>  Expressions used in formal meetings: <i>The next item on the agenda is... / I'm not quite with you... / Could I make a suggestion?</i>
	<b>FOLLOW THE RULES</b>	8 CGL	Giving a formal presentation explaining a procedure.	 Lexis of employment law and workplace procedures: <i>prohibits, is guaranteed by law, need for confidentiality, a disciplinary hearing.</i>  Obligation, necessity and possibility: <i>Doesn't have to... / need not... / You cannot... / are not allowed... / are not permitted to...</i>  Structuring a presentation: <i>The subject of my talk today is... / My talk is divided into four parts ...</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
THE WORLD TODAY 	<b>THE APPLIANCE OF SCIENCE</b>	9 CGL	Describing a process.	<ul style="list-style-type: none"> <li> Industrial food preparation processes: <i>Potatoes peeled by abrasion, agitate, remove excess oil.</i></li> <li> Passive forms: <i>Then the mix is pasteurised... / The mix is also homogenised... / Cocoa nibs are ground into chocolate...</i></li> <li> Sequencers and linkers: <i>The process commences with... / A results from... /... is caused by B.</i></li> </ul>
	<b>SELLING A DESTINATION</b>	10 CGL	Making a persuasive case.	<ul style="list-style-type: none"> <li> Colourful adjectives: <i>projected, spectacular, impassioned, serpentine.</i> Tourism: <i>Tourists are rarely disappointed in... / Completely delighted by...</i></li> <li> Adverbs and other intensifiers: <i>reportedly, outstandingly.</i></li> </ul>
	<b>FOREIGN VISITORS</b>	11 CGL	Making and responding to suggestions in a semi-formal context.	<ul style="list-style-type: none"> <li> Tourism and hospitality: <i>a range of menus, shopping for handicrafts, a full tour of the walls surrounding the city centre.</i></li> <li> Making and responding to suggestions: <i>It might be better to... / Are you sure? Why don't we (you)...? Sounds good to me.</i> Strategies for politely disagreeing: <i>I think it needs a lot more thought. Let me get back to you on that.</i></li> </ul>
	<b>WIN-WIN NEGOTIATIONS</b>	12 CGL	Taking part in a negotiation.	<ul style="list-style-type: none"> <li> If-clauses and other related forms for making offers and counteroffers: <i>Unless you... / We won't... / Supposing we,... why don't we...?</i></li> <li> Business negotiations: <i>Can you expand on that? What exactly...? / ...assuming there's some room for manoeuvre.</i></li> </ul>





















THEME	LESSON	No	TASK	LANGUAGE FOCUS
TRAINING 	<b>LEARNING STYLES AND LANGUAGE LEARNING</b>	13 CGL	Describing your experiences and discussing your plan.	 Language learning: <i>get to grips with, get by in, exposure to, express oneself, be immersed in, take up a language.</i> Phrases to talk about strong / weak points: <i>I (don't) feel confident. / My strong point (main weakness) is.</i> Phrases to talk about priorities: <i>My main priority is to... / Personally, I need to work on (concentrate on).</i>  Phrases to discuss a plan: <i>I'd benefit from... / I think the best way to do this is... / Might be worthwhile, I've considered. / ... might be the answer.</i>
	<b>BLENDED LEARNING</b>	14 CGL	Discussing and presenting in groups.	 Education: <i>to be customised for the student, input activities, set homework, learn from each other, apply their learning, learn in their own way, empower students.</i>
	<b>STAFF INDUCTION</b>	15 CGL	Organising on the phone.	 Business / Organising idioms: <i>double check, figure it out, keep track of...</i> Expressions with get: <i>get it sorted (out), get up to speed on.</i>
	<b>LECTURES</b>	16 CGL	Giving a lecture.	 Time words: <i>ever since, today / nowadays, until.</i>  Signposting a lecture: <i>So, I'd like to now look at ... / OK ... All right, moving on now to... / Turning now.</i>












THEME	LESSON	No	TASK	LANGUAGE FOCUS
BRIGHT IDEAS 	<b>SOLUTIONS</b>	17 CGL	Explaining and discussing scientific advances.	 Science: <i>nanoscale, one billionth, properties.</i>  Passives and passive infinitives - operations are performed ...; <i>-ing forms - needs to be released...</i>
	<b>THEORIES</b>	18 CGL	Speculating about the past.	 Modals of deduction in the past: <i>The figurine might not have come from a level of 90 metres underground – it could have been pushed there by drilling activity.</i> Conditionals and inversions: <i>Had the artefact come from a place where such discoveries were expected, then there would have been far less controversy involved.</i>
	<b>FUTURE SHOCK</b>	19 CGL	Making predictions and discussing hypotheses about the future.	 Artificial Intelligence: <i>far-fetched, dystopian, scraping the surface.</i>  Ways of talking about future predictions: future passive form, 'going to' to make a prediction, "past" modal used to talk about a future possibility. <i>Agriculture will be revolutionised... Cash is going to be abolished. The rise of the machines could lead to...</i>
	<b>THE WAY THINGS ARE GOING</b>	20 CGL	Describing and interpreting data.	 Charts and graphs: <i>to creep up, to tail off, to plummet.</i>  Interpreting meaning: <i>As far as I'm aware... reveal much about, there's a correlation between... and...</i> Talking about differences and changes: <i>dramatic/massive/enormous.</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
PARTNERSHIPS 	<b>PUBLIC PRIVATE PARTNERSHIPS</b>	21 CGL	Discussing your views.	 Collective nouns: <i>majority, public, army, council, management, class, team, sector, staff.</i> Compound nouns: <i>capital-intensive projects, Special Purpose Vehicles.</i>
	<b>INTERNSHIPS</b>	22 CGL	Interviewing and being interviewed.	 Language related to transferable skills: <i>organisation and time management, research and analytical skills.</i>  Sounding convincing and confident: <i>at all / whatsoever, not at all / not in the least, very... indeed.</i>
	<b>COMMUNITY CENTRE</b>	23 CGL	Presenting and justifying your decision.	 Describing people and personalities: <i>be made of sterner stuff, through and through, at heart.</i>  Saying what you want to happen, discussing possible problems and decisions: <i>I'm in favour of... / I think... is the priority here. / One thing that worries (concerns me is)...</i>
	<b>THE 9 TEAM ROLES</b>	24 CGL	Explaining and justifying your decision.	 Language to describe team roles: <i>manipulative, inflexible, preoccupied, inclined, enthusiasm, make accurate judgements.</i> Phrases to talk about someone's strengths and weaknesses: <i>inclined to provoke others, often seen to be manipulative, dwell on the problems.</i>



















THEME	LESSON	No	TASK	LANGUAGE FOCUS
THE TRAVEL BUG 	<b>HOLIDAY STORIES</b>	25 CGL	Telling an anecdote.	 Holiday problems: <i>lost baggage, diverted / delayed / cancelled flight car broke down, lost / stolen / expired passport, being conned / overcharged by a taxi driver / fake bottled water, can't understand the menu too oily / spicy / expensive.</i>
	<b>FESTIVAL-GOING</b>	26 CGL	Taking part in a radio programme.	 Festivals: <i>dress up in costumes, get a medal, local promoter, a pint of beer, a truly international event, in attendance.</i>  Participle clauses: <i>Set in a landscape surrounded by myths and legends, Glastonbury... It plays host to thousands of bleary-eyed revellers, covered with mud.</i>  Typical phrases in a radio interview: <i>However, I have to wonder who actually attends the Festival.</i>
	<b>TOURISM</b>	27 CGL	Persuading someone to buy something and refusing to be persuaded.	 Tourism: <i>self-catering apartments, stunning, charter flights, breath-taking views.</i> Phrases to sell a holiday and to decline: <i>the holiday of a lifetime, swarm with hordes of tourists.</i>
	<b>CULTURE SHOCK</b>	28 CGL	Taking part in a discussion.	 Cultural differences: <i>culture bump, honeymoon stage, saving face, diversity.</i>  Connectors to give explanations: <i>the reason being that / because, on account of / because of.</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
THE MIND 	<b>EARLY MEMORIES</b>	29 CGL	Recounting a memory.	<ul style="list-style-type: none"> <li> Expressions with “mind”: <i>take your mind off, great minds think alike, in two minds about.</i></li> <li> “Used to” and “would” in past narrative: <i>we used to gather, we’d gather.</i></li> <li> Phrases used in telling a story and responding to it: <i>the weird thing about him was... / It puts me in mind of... / That must have been a shock.</i></li> </ul>
	<b>ILLUSIONS</b>	30 CGL	Explaining how things work.	<ul style="list-style-type: none"> <li> Stage illusions: <i>to covertly switch, misdirection, a fake firearm.</i> Sentence adverbials: <i>miraculously, dramatically, paradoxically.</i></li> <li> Expressions contrasting appearance and reality: <i>To give the semblance of... / Whilst creating the illusion that... / A closer examination reveals.</i></li> </ul>
	<b>CREATIVE DECISION MAKING</b>	31 CGL	Taking part in a discussion, exploring different viewpoints.	<ul style="list-style-type: none"> <li> Decision-making: <i>meet with resistance, follow a course of action, adopt a viewpoint; Idiomatic phrases with ‘think’: put your thinking cap on, can’t think straight.</i></li> </ul>
	<b>BOOST YOUR MEMORY</b>	32 CGL	Discussing, evaluating different techniques and reporting back.	<ul style="list-style-type: none"> <li> Memory: <i>elaborative encoding, Vedic chants, sensory memory.</i></li> <li> Verbs followed by gerunds and infinitives with a difference in meaning: <i>memorising / to memorise, relying / to rely.</i></li> <li> Concessive clauses: <i>despite being / the fact that it is, even though it is a...</i></li> </ul>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
	<b>LOOKING AHEAD</b>	33 CGL	Making predictions about the future.	<ul style="list-style-type: none"> <li> Cleft sentences with “what”: <i>What everyone needs to understand is..</i></li> <li> Language to discuss consequences of current trends: <i>the concern is.., the problem in the future is going to be..</i></li> </ul>
	<b>CHANGING PLACES</b>	34 CGL	Describing data changes over time.	<ul style="list-style-type: none"> <li> Verbs used to talk about change: <i>Increasing, evolving, collapsing, deteriorating.</i></li> <li> Time comparison structures: <i>Housing was far cheaper in the last decade than (it is) now.</i></li> <li> Expressions to do with trends: <i>markets full of, move towards, rise in.</i></li> </ul>
	<b>CHANGES IN THE WORKPLACE</b>	35 CGL	Taking part in a meeting.	<ul style="list-style-type: none"> <li> Vocabulary related to employment practices: <i>maternity leave, job sharing;</i> Adverbs of emphasis: <i>actually – to be honest, in fact.</i></li> <li> Informal/formal employment language: <i>lazing around, stands up for.</i></li> </ul>
	<b>GADGETS</b>	36 CGL	Making a sales pitch.	<ul style="list-style-type: none"> <li> Compound nouns and collocations: <i>cellular coverage, exposure levels, exposure levels.</i></li> <li> Order of adjectives: <i>lovely, big, old, red, steam engine.</i></li> <li> Advertising lexical phrases: <i>rhetorical questions, imperatives, inversions, conditionals, positive adjectives and modals. Would you really want to shower without it? Not only do you save water and money...</i></li> </ul>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
ETHICS AND SOCIAL RESPONSIBILITY 	<b>MAKE THE WORLD A BETTER PLACE?</b>	37 CGL	Delivering a short monologue.	 Gerunds: <i>suggest banning / mean closing down / banning / stopping; spending money on cleaning up.</i>  Hesitation devices: <i>um, well, so, right, I mean, what I'm trying to say, in other words, (well) I suppose, let me see.</i>
	<b>CHARITY</b>	38 CGL	Persuading by appealing to emotions.	 Strong adjectives: <i>destitute, downtrodden, subjugated.</i>  Rhetorical devices (questions, repetition): <i>Would you turn your back? These kids deserve a warm bed, a warm meal, someone with a warm heart to care about them.</i>
	<b>CURRENT ISSUES</b>	39 CGL	Taking part in an informal debate.	 Behaviour in debates: <i>lose your grip, get caught out, pompous.</i>  Phrases for an informal debate: <i>But there's another aspect to this. If I could just come in here... I doubt very much that...</i>
	<b>FAIR TRADE</b>	40 CGL	Negotiating a fair deal.	 Areas of profit and loss: <i>profit margins, fluctuations in yield, have a stake in, break even, sell at a loss</i>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
YOU AND YOUR MONEY  	<b>PERSONAL FINANCES</b>	41 CGL	Giving advice and recommendations.	 Money and finance: <i>an overdraft, to withdraw, going into the red, tighten my belt.</i>  Making recommendations / giving advice: <i>If I were in your position... / Be cautious about...</i>
	<b>CONSUMER ISSUES</b>	42 CGL	Dealing effectively with customer complaints.	 Customer service: <i>recall, entitled, warranty, refund.</i> Responding politely to complaints: <i>I'm very sorry to hear that. I'm sorry to put you to trouble but..</i>  Apologising, explaining and making promises: <i>It could be due to a faulty, I promise you we'll...</i>
	<b>ECONOMIC ISSUES</b>	43 CGL	Taking part in a roleplay and reaching a decision.	 Money and finance: <i>an overdraft, to withdraw, going into the red, tighten my belt.</i>  Listing alternatives and making proposals: <i>bailout package, recession, GDP deregulation.</i>
	<b>THE LOTTERY</b>	44 CGL	Participating in a discussion and reaching a decision.	 Money, financial planning and funding: <i>raise + money, funds, funding, awareness, expenditure, invest, forecast, budget.</i>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
PERFORMANCE  	<b>MUSIC AND ARCHITECTURE</b>	45 CGL	Negotiating in a group and presenting a design.	 Vocabulary related to concert halls and complexes: <i>rehearsal rooms, green rooms, glass volume.</i>  Describing location: <i>goes right from one end to the other, one going down the middle.</i>
	<b>NERVES</b>	46 CGL	Expressing and responding to solutions.	 Nerves and worry: <i>shake like a leaf, be a bundle of nerves.</i>  If' sentence patterns (zero and first conditional): <i>If you do, it will work against you.</i>
	<b>HIGH-PERFORMERS</b>	47 CGL	Taking part in a TV debate.	 Adjective-noun collocations: <i>deteriorating relationships, destructive behaviour, fatal stroke.</i>
	<b>THEATRE AND FILM</b>	48 CGL	Making an introductory speech.	 Acting and stage: <i>stand-up comedian, frequent appearances, accomplished, hugely successful.</i>  Adding emphasis: <i>What he really had his heart set on was...</i>

















THEME	LESSON	No	TASK	LANGUAGE FOCUS
HEALTH AND WELL-BEING 	<b>THE ALTERNATIVE WAY</b>	49 CGL	Describing, persuading and justifying your opinion.	 Adjective-noun collocations: <i>unconscious mind, undisturbed sleep, undisturbed sleep.</i> Alternative therapy: <i>hypnotherapy, induce trance, fear of being duped.</i>   Giving opinions, justifying opinions and giving evidence: There is evidence that... / I'm absolutely convinced that... / Well, I reckon that.
	<b>HEALTH EDUCATION</b>	50 CGL	Giving advice and information.	 Public health issues: <i>high incidence of particular diseases/ conditions, reluctance to donate blood/organs.</i> Making recommendations: <i>discourage from eating, remind of the consequences; Language to discuss what makes a leaflet effective: eye-catching visuals, ongoing support, catchy slogan.</i>
	<b>MIND OVER BODY</b>	51 CGL	Explaining information.	 Collocations associated with topic of mind/body research: <i>compelling, evidence-based data / incontrovertible evidence, neuroplasticity.</i>   Requesting and giving clarification: <i>Can I conclude from this that?... / I'm not sure I entirely follow you.</i>
	<b>POLITICS OF HEALTH</b>	52 CGL	Negotiating and agreeing priorities.	 Research: <i>invaluable, cutting-edge, groundbreaking.</i>   Prioritising: <i>It's a question of establishing a set of priorities. The crucial question for me is whether...</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
EDUCATION 	<b>THE EDUCATION SYSTEM</b>	53 CGL	Explaining how a system works.	 Education systems: <i>an undergraduate degree course, annual tuition fee, compulsory.</i>  Similarity and difference: <i>how the two systems differ, broadly similar in terms of... / corresponds to...</i>
	<b>MOOCS</b>	54 CGL	Taking part in a discussion.	 Online studies: <i>take over from, be around / carry on with.</i> Higher education: <i>course delivery, demotivating assessment, crude methods.</i>
	<b>LIFE SKILLS</b>	55 CGL	Selecting and prioritising.	 Skills and abilities: <i>the fundamental skills, from disadvantaged backgrounds, have no clue about.</i>  Language of regret: <i>I wish / I regret / past conditional. I wish someone had taught me all those years ago.</i>  Degrees of necessity/importance: <i>It's vital to know... / It's a desirable skill in... pretty essential for.</i>
	<b>SCHOOL DAYS</b>	56 CGL	Evaluating, discussing and making decisions.	 Education theories: <i>to put his educational theories into practice, to develop at their own pace, based on the concept of...</i>  Discussing children's responses to different systems: <i>is affected by, can benefit from, to cope with, respond well to...</i>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
GOVERNMENT AND POLITICS 	<b>SINGLE ISSUE MANIFESTO</b>	57 CGL	Giving a persuasive speech.	 Campaigns and pressure groups: <i>toxic chemicals being thrown in the sea, marine litter...</i>  Structure of a persuasive speech: introduction, restating thesis, clincher; Rhetorical devices: rhetorical question, alliteration, emotive language...
	<b>DIFFERENCE OF OPINION</b>	58 CGL	Taking part in a TV debate.	 Surveillance: <i>leaked, in hiding, top-secret, spied, citizens.</i>  Discussing ideas: <i>What makes you think that...? The point is...</i> Disagreeing and interrupting: <i>Is it okay if I jump in for a second? I beg to differ.</i>
	<b>ELECTIONS</b>	59 CGL	Taking part in a discussion.	 Politics and general elections: <i>political party, election campaign, Head of State.</i>  Expressing certainty and doubt: <i>I'm in two minds whether or not... / I'm a bit uncertain about... / Without doubt, he's one of the...</i>
	<b>POLITICAL SCANDALS</b>	60 CGL	Apologising and giving explanations.	 Political scandal: <i>dirty tricks, spin a cover-up, sleaze.</i>  Apologising and giving explanations: <i>I am sorry to have disappointed you. I would like to express my regret.</i>











THEME	LESSON	No	TASK	LANGUAGE FOCUS
CRIME AND JUSTICE 	<b>AN ACCOUNT OF A CRIME</b>	61 CGL	Recounting an incident in the past.	 Crime (robbery/theft): <i>getaway, accomplice, eye witnesses, informer, insider.</i>  Narrative tenses: <i>had been tracking them, it would have ranked, if they had succeeded.</i>
	<b>HONESTY</b>	62 CGL	Carrying out a survey and reporting results.	 Types of dishonesty: <i>bribery, extortion, embezzlement, deception.</i> Idiomatic expressions: <i>to keep your nose clean, 'finders, keepers'.</i>  Question forms: <i>To what extent do you feel you can trust...? / How commonplace is it...?</i>
	<b>YOU BE THE JUDGE</b>	63 CGL	Taking part in a discussion.	 Vocabulary connected to criminal cases: <i>court, allegations, sue, dismiss, ruling.</i>  Mixed conditionals: <i>If he had checked his gun was in safety mode, it wouldn't have happened.</i>
	<b>CYBERCRIME</b>	64 CGL	Giving a talk making recommendations.	 Cybercrime: <i>cyberbullying, malware, spyware.</i>  Making recommendations: <i>You definitely/really should... / I can't stress enough how important it is to...</i>












THEME	LESSON	No	TASK	LANGUAGE FOCUS
PASSIONS  	<b>SOMETHING OF A PASSION</b>	65 CGL	Giving an informal talk.	 Verbs followed by infinitives and -ing forms: <i>afford, agree, appear; avoid, delay, deny.</i>
	<b>A PASSION FOR DANGER</b>	66 CGL	Planning and describing an adventure.	 Multiword verbs: <i>go on, point out, go into, get into, get towed in, come to, set up, deal with.</i>
	<b>A PASSION FOR FOOD</b>	67 CGL	Planning and presenting a treatment for a TV show.	 Idioms related to food: <i>food for thought, a different kettle of fish, be full of beans, go bananas.</i>
	<b>WORDS AND NUMBERS</b>	68 CGL	Taking part in a debate.	 Homophones: <i>four, fore, for / where, ware, wear / raise, rays, raze.</i>







THEME	LESSON	No	TASK	LANGUAGE FOCUS
IMAGE 	<b>TELLING IMAGES</b>	69 CGL	Describing and interpreting images.	<ul style="list-style-type: none"> <li> Adjective + noun collocations related to art: <i>incongruous element, superimposed image, saturated colours.</i></li> <li>Verbs related to describing what pictures show: <i>It draws (depicts) a... / It must symbolise (picture something)...</i></li> <li> The dummy subject 'it': <i>It's a great mystery what the picture is about. / It's pretty uncertain when the exhibition will take place.</i></li> </ul>
	<b>FASHION FORWARD</b>	70 CGL	Discussing your views.	<ul style="list-style-type: none"> <li> Vocabulary to describe fashion and clothes: <i>padded jacket, corduroy trousers / jacket / shirt, bomber jacket.</i></li> <li> If' sentences: <i>If I go to a job interview I dress very differently from how I do normally.</i></li> </ul>
	<b>FIRST IMPRESSIONS</b>	71 CGL	Describing, giving reasons and justifications.	<ul style="list-style-type: none"> <li> Personality adjectives: <i>affectionate, happy-go-lucky, easy-going, charismatic, moody, determined.</i></li> <li> Talking about impressions: <i>I've always felt you're something of a... / You also give the impression of being...</i></li> </ul>
	<b>ICONS</b>	72 CGL	Giving an account.	<ul style="list-style-type: none"> <li> Adverb + adjective collocations: <i>seriously injured, insanely jealous, acutely embarrassed.</i></li> <li> Linking words: <i>yet, but, not because... / but, whereas, although.</i></li> </ul>
















THEME	LESSON	No	TASK	LANGUAGE FOCUS
THE JOY OF READING 	<b>BOOKS THAT CHANGED THE WORLD</b>	73 CEU	Evaluating importance of an object and justifying it	 Verb + noun collocations: <i>transform the way that we see ourselves, spur scientific advancements, enhance our understanding.</i> Phrases for making comparisons: <i>was nowhere near as influential as, had a far greater influence than.</i>   Unreal conditional forms: <i>if it weren't for the existence of books, our everyday lives would be changed'.</i>
	<b>READING HABIT</b>	74 CEU	Giving a short talk	 Expressions for opinions about reading: <i>a soft spot for... / I got into... / I'm not a big fan of reading.</i> Words and phrases for reading in different ways: <i>read up on, from cover to cover, my nose in a book.</i>   Phrases for introducing a new topic: <i>As far as... is concerned... / When it comes to... / As for...</i>
	<b>FILMS OR BOOKS?</b>	75 CEU	Having an informal debate / discussion	 Language used to describe books and films: <i>bestselling, credits, engrossing, flashback</i>   Phrases and collocations for giving examples: <i>Let's take... / Take... / ...better illustrated...</i>
	<b>A WRITER'S LIFE</b>	76 CEU	Conducting a radio interview	 Verb forms for biography: <i>She was well into her eighties... / I'd been in touch with her on and off...</i>   Ways of introducing questions: <i>Am I correct in thinking that...? / Would it be true to say that...?</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
THE ENVIRONMENT 	<b>ENDANGERED SPECIES</b>	77 CEU	Presenting a persuasive case according to certain criteria.	 Collocations associated with conservation: <i>critically endangered, fragile habitat, thick fur, dramatic decline, grave threat.</i>  Phrases used to persuade in a conservation context: <i>with your help can this be halted; willing to stand idly by; but for how much longer?</i>
	<b>CLIMATE CHANGE</b>	78 CEU	Taking part in a group discussion.	 Collocations related to the environment and climate change: <i>exhaust fumes, upper atmosphere, volcanic eruption, smoke stacks.</i>  The active/passive infinitive after “could/would”: <i>This... could be done by... / This would involve... / It could be used to...</i>  Formulaic language for opinion giving and justifying, agreeing and disagreeing: <i>I’m absolutely convinced that... / I reckon that... / I couldn’t agree more... / There may be some truth in that, but...</i>
	<b>GREEN NEWS</b>	79 CEU	Taking part in a newsroom discussion.	 Positive and negative adjectives: <i>fascinating, attention-grabbing; ostentatious, vicious, hackneyed</i> Common prefixes: <i>im-, il-, in-, ir-</i>  Evaluative language: <i>That could work. Looks promising! It’s a non-starter. That’s crass!</i>
	<b>BEING GREEN</b>	80 CEU	Discussing and reaching a group consensus.	 Collocations associated with the environment: <i>compostable waste, traffic congestion, recycling schemes, landfill site, grey water.</i>  Phrases for expressing attitudes to ‘green’ behaviours: <i>I feel a bit overwhelmed by it all... / I don’t always practise what I preach... / I’m all for helping...</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
SPACE 	<b>MOON LANDING</b>	81 CEU	Taking part in a group discussion to summarise and evaluate theories.	<ul style="list-style-type: none"> <li> Verbs related to conspiracy and cover-ups: <i>hoax, stage, fake, simulate, intrigue.</i></li> <li> Modals and perfect infinitives for past speculation: <i>...the landing must have been staged. / ...a third person might have been present. / ...the astronauts could have survived...</i></li> <li> Formulaic language for expressing doubts and giving explanations: <i>Some commentators find it incredible that... / In point of fact... / It is hard to credit that... / This is disputed by scientists who claim...</i></li> </ul>
	<b>ASTEROIDS AND METEORITES</b>	82 CEU	Taking part in a group discussion to rank ideas.	<ul style="list-style-type: none"> <li> Modifying adverbs: <i>potentially, slightly, basically, definitely, personally, possibly.</i></li> <li> The Present Perfect and Present Perfect Continuous: <i>...who's just brought out a book. / I've basically spent... / ...has up to now just been detecting...</i></li> <li> Discourse markers for managing conversation: <i>well, I mean, actually, right, you know, OK, so, anyway.</i></li> </ul>
	<b>ALIENS</b>	83 CEU	Taking part in a mini-debate.	<ul style="list-style-type: none"> <li> Positive and negative adjectives: <i>fascinating, attention-grabbing; ostentatious, vicious, hackneyed.</i> Common prefixes: <i>im-, il-, in-, ir-.</i></li> <li> Evaluative language: <i>That could work. Looks promising! It's a non-starter. That's crass!</i></li> </ul>
	<b>LIFE ON MARS</b>	84 CEU	Participating in a discussion to make a decision.	<ul style="list-style-type: none"> <li> Collocations associated with the environment: <i>compostable waste, traffic congestion, recycling schemes, landfill site, grey water.</i></li> <li> Phrases for expressing attitudes to 'green' behaviours: <i>I feel a bit overwhelmed by it all... / I don't always practise what I preach... / I'm all for helping...</i></li> </ul>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
COMMUNICATING YOUR IDEAS 	<b>STUDY SKILLS</b>	85 CGL	Delivering a short, individual presentation.	 Introducing a topic, signposting, summarising and hedging: <i>As you might have heard, the step up from high school or secondary education can be quite daunting.</i>
	<b>ERASMUS AND INTERNATIONAL STUDY</b>	86 CGL	Preparing and delivering a group presentation.	 Relative clauses: <i>Erasmus is a programme which can meet that demand. / ...we want to do that in a way which can really drive Europe into the future.</i>  Phrases for signaling closing and inviting others to speak: <i>You look like you have a question... / I'll pass this onto my colleague. Raheem?</i>
	<b>BACKING IT UP</b>	87 CGL	Preparing and delivering a viva voce.	 Stating and supporting a point of view; expressing doubt; hedging: <i>I found that this was very much the case. Your data indicates that.</i>
	<b>NO SUCH THING AS A FREE SCHOOL LUNCH</b>	88 CGL	Taking part in a seminar based on an academic text.	 Phrases for agreeing and disagreeing, preventing interruptions and checking understanding: <i>I agree that is not good evidence that it works. I take your point.</i>







THEME	LESSON	No	TASK	LANGUAGE FOCUS
ACADEMIC COMMUNICATION  	<b>TALK ABOUT IT</b>	89 CGL	Preparing and taking part in an academic tutorial.	 Vocabulary related to research and discussion on technology: <i>intervene, generalisation, ambiguous.</i>
	<b>WORKING TOGETHER</b>	90 CGL	Collaborating with colleagues to prepare a presentation.	 Vocabulary related to environmental sciences and conservation: <i>habitat, imminent extinction, endangered species.</i>  Phrases for signposting a presentation and describing data: <i>This data from... highlights... / We can see from the graph that... / ...there was a steady increase in...</i>
	<b>BROADENING HORIZONS</b>	91 CGL	Taking part in group work.	 Vocabulary related to education: <i>prestigious, integrating, character-building.</i>  Phrases to manage a conversation: <i>What about the standard of education? Let's move on. We're getting a bit side-tracked again.</i>
	<b>GREEN TECH</b>	92 CGL	Preparing and delivering an individual presentation.	 Phrases related to organising a presentation, giving examples and amplifying a point: <i>The final reason was... / Well, the main reason is clear... / The focus here is on...</i>








THEME	LESSON	No	TASK	LANGUAGE FOCUS
WORK AND STUDY 	<b>COVER LETTERS</b>	1 WEU	Writing cover letters.	 Formal and semi-formal phrases in cover letters: <i>My keen interest in this position stems from. / This position represents a tremendous opportunity to...</i>
	<b>MISSION STATEMENT</b>	2 WEU	Writing a mission statement.	 Verb-noun collocations: <i>create opportunities, build trust, bring together.</i>  Clear language: repetition of the subject ( <i>We; Our work</i> ), simple linkers ( <i>and; so that</i> ), participle clauses ( <i>helping to create trust; connecting millions of people</i> ).
	<b>WRITING FOR THE WEB</b>	3 WEU	Writing a text for a webpage.	 Personal and impersonal constructions: <i>Our modules are. / It is thought that.</i> Headings: <i>Supported open learning. / Course production.</i> Connecting ideas: <i>In addition to this. / In spite of this fact.</i>
	<b>EMAILING</b>	4 WEU	Writing emails.	 Commonly confused informal and formal lexis used in emails: <i>I'm writing about (concerning the meeting). / I won't be able to make it (attend).</i>




















THEME	LESSON	No	TASK	LANGUAGE FOCUS
CURRENT AFFAIRS 	<b>GIVING YOUR OPINION</b>	5 WEU	Writing an essay giving your opinion.	 Referencing words and phrases: <i>them, which, such, the former, such a situation.</i>  Useful collocations / phrases for opinion giving: <i>From my point of view (perspective)... / It is undoubtedly (certainly true) that...</i>
	<b>LETTER TO THE EDITOR</b>	6 WEU	Writing a letter to the editor.	 Words of Latin or French origin: <i>to commission, community, fraction, consequences, profess.</i>  Complex sentence structures: <i>We have also propositioned direct cash compensation to those most distressed and we continue to challenge Heathrow to match our offer.</i>  Formal connecting words: <i>indeed, On the contrary. / While, however.</i> Impersonal constructions: <i>It is undoubted. / The choice is clear, It is also true.</i>
	<b>HOT TOPICS</b>	7 WEU	Writing articles.	 Phrases to conclude and summarise: <i>All in all... / Broadly speaking... / In brief (conclusion, general)...</i>
	<b>CRIME RATES</b>	8 WEU	Writing a summary of data in a graphic organiser.	 Adjective-noun collocations to describe data: <i>distinctive pattern, noticeable change / correlation, underlying reason.</i> Language to describe positive and negative correlates: <i>The rate of unemployment is proportional to soft crime; The lower the rate of taxation, the higher the levels of gun purchase and hire.</i>

THEME	LESSON	№	TASK	LANGUAGE FOCUS
PERSONAL DEVELOPMENT 	<b>SIGNIFICANT EVENTS</b>	9 WEU	Writing a blog post.	Adjective-noun collocations: <i>lifelong commitment, greatest feelings, human emotion.</i> Gerund phrases: <i>Explaining the magnitude of the event... / Witnessing that miracle... / Trying to get my head around...</i>
	<b>PERSONAL STATEMENT</b>	10 WEU	Writing a personal statement.	Phrases for describing interests and enthusiasm: <i>I was lucky enough... / I thoroughly enjoyed... / I can truly benefit from the cultural background I acquired.</i> Phrases to talk about future: <i>I would like to turn my passion for the subject into a career. / It will greatly expand my artistic horizons.</i>
	<b>RECOMMENDATION LETTER</b>	11 WEU	Writing a recommendation letter.	Lexis to describe performance in the workplace: <i>was compliant with our rigorous protocol, maintained unequivocal commitment, helpful and approachable.</i> Discourse markers for connecting ideas: <i>As regards. / In regard to. / In connection with.</i>
	<b>VOLUNTEERING</b>	12 WEU	Writing a recommendation report.	Collocations connected to volunteering: <i>undertake volunteering, endangered animals, learning experience.</i> Useful phrases for reports to describe positive experiences: <i>The panel praised ...this experience was the richest in...</i> Negative experiences <i>...making this a rather inflexible experience.</i> What the panel agreed: <i>It was unanimously agreed that... / It was felt that...</i> The conclusion of the report: <i>The question was raised whether... / Should this be seen to be a proble ... may be preferred.</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
DESIGN AND TECHNOLOGY 	<b>TECHNOLOGY IS THE ROOT OF ALL EVIL</b>	13 WEU	Writing an opinion essay.	 Expressions for discussing the impact of technology and writing opinion essays: <i>ever more, heralded a revolution, detrimental effects, for that matter.</i>
	<b>APP HAPPY</b>	14 WEU	Writing an app or website review.	 Multi-word adjectives: <i>attractive-looking, user-friendly, easy-to-use, in-depth.</i> Expressions for describing positive and negative features: <i>somewhat lacking. / ... you couldn't hope for more from a...</i>
	<b>URBAN REDESIGN</b>	15 WEU	Writing a proposal to acquire funding.	 Useful expressions relating to city problems: <i>heavily on bus services, of regeneration, lies derelict.</i> Word formation and practice: <i>to crowd (a crowd, crowding, overcrowding, crowded).</i>
	<b>DESIGN YOUR DREAM HOUSE</b>	16 WEU	Writing a descriptive blog entry.	 Adjectives, expressions for describing houses: <i>reasonably-sized, a wide staircase, nothing too swanky.</i>  Phrases to orientate a reader around a house and describe the layout of a house: <i>Approaching from the front... / A wide staircase would take you upstairs...</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
LIFESTYLES 	<b>GLOBALISATION</b>	17 WEU	Writing an opinion essay.	 Phrases to state your opinion, contrast ideas and conclude: <i>It must be admitted that... / Although there are admittedly some advantages... / Taking everything into account...</i>
	<b>REFUGEES WELCOME</b>	18 WEU	Writing a proposal, outlining problems and presenting solutions to an issue.	 Nominalisation: <i>If we introduce a more regular... / The introduction of a more regular...</i>  Emphatic structures (fronting): <i>Seldom do, also true that. / Not only... but it is also. / It is of no...</i>
	<b>SOMEONE I ADMIRE</b>	19 WEU	Writing a feature article.	 Idiomatic expressions to describe personality: <i>down-to-earth, a live wire, made of sterner stuff.</i>  The language of cause and effect: <i>owing to, resulted in, because of, mean that.</i>
	<b>A SHORT STORY</b>	20 WEU	Writing a narrative.	 Narrative tenses (Past Simple, Past Perfect Simple, Past Perfect Continuous). Punctuation of direct speech: <i>Can I come in? He asked.</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
TEAMWORK 	<b>TEAM MORALE</b>	21 WEU	Writing a report.	 Noun collocations related to work issues: <i>perform duties, impose pay-freeze.</i>  Useful expressions for reporting findings: <i>Approximately half of those surveyed asked for... / Generally speaking, participants also felt...</i>
	<b>TEAM LEADER</b>	22 WEU	Writing an email to delegate tasks.	 Expressions with “get”: <i>get our heads down, get on with, get cracking, get in touch with.</i>  By or till, until: <i>We’re staying here until. / Till next Friday. / Make sure you’re back in the office by 3 o’clock.</i>  Language to convey urgency and importance: <i>It’s imperative that... / ...to avoid any hiccups...</i>
	<b>TEAM BUILDING</b>	23 WEU	Writing a professional email.	 Useful email expressions: <i>Look forward to hearing from you. I apologise for taking a few days to get back to you.</i> Making suggestions: <i>I’d recommend our filmmaking task.</i> Making polite requests: <i>I’d appreciate some more information.</i>
	<b>MANY HANDS MAKE LIGHT WORK?</b>	24 WEU	Writing an essay.	 Words, idioms and phrasal verbs for essays: <i>drive it home, foster, refute, put off.</i>  Useful expressions for writing essays: <i>It is perhaps logical then... / But is it really that one-sided?</i>

THEME	LESSON	№	TASK	LANGUAGE FOCUS
FROM MY PERSPECTIVE 	<b>SHOPPING: THEN AND NOW</b>	25 WGL	Writing (a plan for) a cause and effect essay.	 Language to describe cause and effect: <i>This has arisen from... / Can give rise to... / This has brought about...</i>  Focus on prefixes and suffixes: <i>In-, un-</i> .
	<b>TOURIST TRAP</b>	26 WGL	Writing (a plan for) an opinion essay.	Phrases to express advantages and disadvantages: <i>enhance, enable, discourage</i> .  Phrases to express certainty and uncertainty: <i>One drawback of international tourism is... / It is debateable whether... / It is clear that...</i> Phrases for giving examples: <i>A case in point is... / Exemplifies this... / Such as...</i>
	<b>READ ALL ABOUT IT</b>	27 WGL	Writing (a plan for) a compare and contrast essay.	 Phrases for comparing and contrasting: <i>despite, conversely, furthermore</i> .  Vocabulary and phrases related to news and technology: <i>ubiquitous, align with, features heavily</i> .
	<b>CONTROVERSIAL?</b>	28 WGL	Writing a paragraph for an academic essay using the correct structure.	 Cohesive devices when writing paragraphs: <i>pronouns</i> .  Signal and linking words used when constructing paragraphs: <i>so, however, for example, in addition</i> .



[www.britishcouncil.org.ua](http://www.britishcouncil.org.ua)

[info@britishcouncil.org.ua](mailto:info@britishcouncil.org.ua)

[fb.com/BritishCouncilUkraine](https://fb.com/BritishCouncilUkraine)

[instagram.com/uabritish](https://instagram.com/uabritish)