

**myClass**  
**UPPER**  
**INTERMEDIATE**  
**coursemap**  
**notebook**



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THEME	LESSON	No	TASK	LANGUAGE FOCUS
MEETINGS WITH CONFIDENCE 	<b>CHAIRING THE MEETING</b>	1 CEU	Chairing and taking part in a meeting.	 Meetings: <i>vote, agenda, consensus.</i>  Chairing a meeting: <i>get the meeting started, clarify the topic, the main purpose of the meeting is...</i>
	<b>MAKING DECISIONS</b>	2 CEU	Taking a vote in a meeting.	 Voting vocabulary: <i>take a vote, reject, in favour of, proxy vote.</i>  Asking and giving opinions, agreeing, disagreeing: <i>I totally disagree. / I couldn't agree more...</i>
	<b>PRESENTING IDEAS</b>	3 CEU	Presenting and developing your ideas in a discussion.	 Linking phrases to develop an argument: <i>In fact, However, What's more...</i>
	<b>DIPLOMACY</b>	4 CEU	Interrupting and disagreeing politely in a business meeting.	 Multi-word verbs: <i>put off, get down to, get sidetracked...</i>  Polite expressions: <i>I disagree with you a little. This seems to be incorrect...</i> Expressions for interrupting: <i>Do you mind if I...?</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
COMMUNICATE WITH CONFIDENCE  	<b>EASY CONVERSATION WITH STRANGERS</b>	5 CEU	Starting, maintaining and finishing a conversation with someone you meet for the first time.	 Follow-up questions and question tags: <i>...weren't you? / Haven't we?</i>  Starting, maintaining, ending a conversation: <i>So what do you think of...? / See you around. What did you think of...?</i>
	<b>TALKING ABOUT TALENTS AND SKILLS</b>	6 CEU	Discussing and coming to a decision.	 Physical and mental skills: <i>a good sense of... / prioritise effectively... / be sensitive to...</i>  Verb patterns after expressions of like/dislike: <i>like getting to grips with problems, dislike doing...</i>
	<b>DEALING WITH AWKWARD SITUATIONS</b>	7 CEU	Responding appropriately in awkward situations.	 Making excuses and apologies: <i>You see the thing is... / I'm terribly sorry, but...</i>  Accepting excuses and apologies: <i>Never mind, It's really kind of you to...</i>
	<b>DEALING WITH PROBLEMS</b>	8 CEU	Explaining a problem situation and finding a solution.	 Reported speech: <i>I thought you told me the group from Wales had dropped out.</i>  Explaining and resolving a problem: <i>Another option is to... / Why don't I..?</i>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
BUYING AND SELLING 	<b>COMPLAINTS AND APOLOGIES</b>	9 CEU	Making a complaint and giving an apology.	 Unsatisfactory products or services: <i>the screen went blank, ...it won't turn on again...</i>  Complaining and apologising: <i>I'd like to make a complaint. / What seems to be the problem is...</i>
	<b>PRESENTING A PRODUCT</b>	10 CEU	Developing and presenting a product.	 Describing a product: <i>lightweight, durable, made of.</i>  Structuring a presentation: <i>So let me tell you how... / Now let's move on to the description of...</i>
	<b>LIVING WITHOUT MONEY</b>	11 CEU	Making a decision and giving reasons.	 Vocabulary and expressions related to money: <i>barter, profit, fee, currency.</i>
	<b>SHOPPING</b>	12 CEU	Taking part in a meeting to reach a decision.	 Conditionals: <i>if you'd wanted to buy a book, you would have gone to a bookshop... If internet sales continued to grow at the present rate, there would soon be no more "traditional" shops. Nowadays, if you want to buy a book, you go online.</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
THE BIG DAY OUT 	<b>AN UNFORGETTABLE OCCASION</b>	13 CEU	Telling a personal anecdote.	 Idiomatic language: <i>take... with a pinch of salt, cost an arm and leg.</i>  Relative clauses: <i>It was a roasting hot day, which we hadn't really taken into account...</i>
	<b>THE FOOTBALL PHENOMENON</b>	14 CEU	Role-playing a radio programme to interview people.	 Direct and indirect questions: <i>Could you tell me which team you support? Which team do you support?</i>  Language of clarification, asking for detail: <i>What do you mean when you say...? So what you're saying is...</i>
	<b>SOCIAL MEDIA</b>	15 CEU	Taking part in a group discussion.	 Positive and negative adjectives to describe media: <i>horrific, messy.</i>  Language to give emphasis and ask effective questions: <i>particularly exciting, completely ignore...</i>
	<b>IS TV BAD FOR US?</b>	16 CEU	Taking part in a debate.	 TV shows: <i>sappy, thought-provoking.</i>  Asking for/giving opinions: <i>If you ask me...</i> Agreeing/disagreeing: <i>I couldn't agree more.</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
HEALTHY BODY, HEALTHY MIND  	<b>THANKS FOR THE MEMORY</b>	17 CEU	Taking part in a group discussion.	 Expressions to talk about remembering/forgetting: <i>I keep forgetting, recall, bring to mind.</i>  Verb patterns: <i>have difficulty remembering, easy to do.</i>
	<b>YOU ARE WHAT YOU EAT</b>	18 CEU	Interviewing someone and reporting back.	 Food: <i>fatty, crusty, sour.</i>  Passive verb forms: <i>Something is being used...</i>
	<b>ANYONE FOR TENNIS?</b>	19 CEU	Giving a presentation.	 Sport: <i>places to play - football pitch, equipment - bat.</i> Multi-word verbs: <i>cut down on, keep down, take up.</i>
	<b>THE HEALTHY MIND CLINIC</b>	20 CEU	Presenting a pitch.	 Word-building: <i>compare, comparison, comparative, comparatively.</i>  Language of persuasion: <i>There's no doubt that... / The facts speak for themselves...</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
MY LIFE  	<b>MY TIME</b>	21 CEU	Asking and answering questions.	 Indirect questions: <i>Could you tell us how British people spend their free time?</i>  Expressions to show interest: <i>Go ahead. That's impressive.</i>
	<b>MY FUTURE</b>	22 CEU	Presenting and discussing ideas.	 Vocabulary to discuss future events: <i>anticipate, foresee.</i>  Future forms for predicting: <i>will happen, going to, might, be likely to.</i>
	<b>ACHIEVEMENTS</b>	23 CEU	Taking part in a discussion.	 Phrases to describe achievements: <i>I'm speechless, You must be really proud.</i>  Past Simple: <i>I went to the cinema...</i> Present Perfect: <i>Have you been to...</i>
	<b>CHILDHOOD MEMORIES</b>	24 CEU	Recounting an anecdote.	 Adjectives for describing attitudes: <i>disgusting, grotty, breathtaking.</i>  Past Simple/Past Continuous, Past Perfect, used to/would: <i>She used to buy Cornish pasties; we'd have a picnic on the beach every day.</i>  Hesitation: <i>Anyway... / um... / Let me see... / sort of... / like...</i>



















THEME	LESSON	No	TASK	LANGUAGE FOCUS
LET'S GO ON HOLIDAY!  	<b>WHICH HOLIDAY WOULD YOU CHOOSE?</b>	25 CEU	Interviewing a classmate using a questionnaire and making a decision.	 Holiday vocabulary: <i>fly-drive, heritage holidays, self-catering holidays.</i>  Questions using Conditional 2: <i>If you could choose..., which would it be?</i>
	<b>UNUSUAL HOLIDAYS</b>	26 CEU	Presenting a radio advert.	 Adverb + adjective collocations: <i>easily accessible, amply proportioned.</i>  Persuasive techniques, e.g. pauses, addressing your audience directly, effective sentence stress and intonation.
	<b>CASTAWAY ISLAND</b>	27 CEU	Giving a presentation and taking part in a decision-making discussion.	 Positive and negative personal characteristics: <i>determined, passionate, no-nonsense, insensitive.</i>  Explaining choices and coming to a decision: <i>The reason I'm unsure about him is... / So, we're all in favour of...</i>
	<b>THE PROBLEM IS...</b>	28 CEU	Presenting a proposal on a problem and justifying the proposal.	 Ecotourism: <i>sustainable, carbon footprint, implement safeguards.</i>  Phrases to present and justify proposals: <i>This wouldn't just... / It is our belief that...</i>








THEME	LESSON	No	TASK	LANGUAGE FOCUS
RIGHT AND WRONG  	<b>UNUSUAL LAWS</b>	29 CEU	Discussing ideas and coming to a decision.	 Legal vocabulary and expressions: <i>a fine, to restrict, a sentence, is prohibited by law, there is a complete ban on.</i>
	<b>CRIME AND PUNISHMENT</b>	30 CEU	Discussing and ordering.	 Crime and punishment: <i>to get a suspended sentence, to be sentenced to capital punishment.</i>  Expressions for making comparisons: <i>nowhere near as bad as..., a great deal (better) than.</i>
	<b>TRUTH AND LIES</b>	31 CEU	Telling a story.	 Lying: <i>to mislead someone, a blatant lie, a fib.</i>  Expressions to express belief and doubt: <i>that sounds a bit unlikely, it seems rather improbable.</i>
	<b>BEHAVIOUR AT SCHOOL</b>	32 CEU	Carrying out a debate.	 School: <i>play truant, detentions and suspensions.</i>  Supporting/disagreeing with an argument: <i>Nothing is accomplished when... / Better results will be achieved if we can...</i>











THEME	LESSON	No	TASK	LANGUAGE FOCUS
THE WORLD OF WORK  	<b>BEST JOB IN THE WORLD</b>	33 CEU	Discussing and coming to a decision.	 Jobs: <i>fascinating, stimulating, challenging, rewarding, apply for, make someone redundant, fringe benefits.</i>  Expressions to talk about things you like and don't like: <i>That sounds like a great job. I couldn't stand it if I had to...</i>
	<b>THE PERFECT PLACE TO WORK</b>	34 CEU	Presenting the perfect place to work or study.	 Multiword verbs: <i>head over to, cut down on, do away with.</i>  Expressions for giving reasons: <i>With the intention of... / The reason for this is... / This is because...</i>
	<b>A JOB INTERVIEW</b>	35 CEU	Asking and answering questions in an interview.	 Asking for detailed information: <i>What do you mean by...? Would you mind explaining...?</i>  Talking about personal strengths and weaknesses: <i>I pride myself on... / I'm not particularly good at...</i>
	<b>CULTURAL DIFFERENCES</b>	36 CEU	Giving advice to someone.	 Expressions for giving strong and tentative advice: <i>...is one thing you ought never to do... / it's probably appreciated if you... / it's just "not done" to...</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
SCIENCE AND TECHNOLOGY  	<b>SCIENCE TODAY</b>	37 CEU	Taking part in a panel discussion.	 Vocabulary of scientific research: <i>scientific breakthrough, test a hypothesis, clinical trials.</i>  Referring to what others have said: <i>If I remember rightly, Could I just pick up on something David mentioned before?</i>
	<b>MODERN MEDICINE</b>	38 CEU	Taking part in a mini-debate.	 Vocabulary of modern medicine: <i>the placebo effect, inflammation, side effects.</i> Phrases to justify opinions: <i>There is a lot of evidence that... / To give you an example...</i>  Phrases to weigh arguments for and against: <i>You may have a point, but the fact is... / While it may be the case that... / It's also the case that...</i>
	<b>GREAT ACHIEVEMENTS</b>	39 CEU	Presenting a short talk.	 Wordbuilding using adjectives to describe technology: <i>beneficial, beneficially, benefit.</i>  Language for emphasis: <i>absolutely, by far, far more.</i>
	<b>KAMANA ISLAND</b>	40 CEU	Taking part in a problem-solving meeting and negotiating an agreement.	 Seeking and giving clarification: <i>Perhaps you could just clarify exactly what, I'm prepared to listen to your side of the argument if...</i> Expressing reservations: <i>Well, if that's the case, I'm not sure it's... I think this needs further thought.</i> Asking for and making concessions: <i>If we... would you be willing to...?</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
CITIES 	<b>BE AN URBAN PLANNER</b>	41 CEU	Giving a presentation.	 Cities and urban planning: <i>industrial warehouses, rundown housing... Chamber of Commerce.</i>  Signposting language for a presentation: <i>First, I'm going to... / In brief... / Finally, I'll... / I'm going to consider/look at/discuss...</i>
	<b>CITY PROBLEMS</b>	42 CEU	Taking part in a problem-solving group discussion.	 Present Perfect Simple and Continuous to describe changing situations vs Past Simple: <i>Over the years residents and tourists alike have been using this form of transport less and less frequently.</i>  Prioritising problems and making alternative suggestions: <i>For me the most urgent problem is... / Or alternatively we could...</i>
	<b>COUNTRY VS CITY</b>	43 CEU	Taking part in a mini debate.	 Adjectives and dependent prepositions: <i>crowded with, terrified by.</i>  Adding ideas and giving examples: <i>According to the speaker, why don't you... / Furthermore... / The most obvious example is that...</i>
	<b>THE TOURISM FAIR</b>	44 CEU	Making a formal presentation.	 Synonyms and antonyms of adjectives to describe cities: <i>spawling, notable, contemporary.</i>  Inversion for emphasis: <i>Rarely will you see such a... / Never before had I tasted such...</i>








THEME	LESSON	No	TASK	LANGUAGE FOCUS
ARTS & CULTURE  	<b>MUSIC</b>	45 CEU	Carrying out a class survey and reporting back.	 Music: <i>a conductor, mainstream, a gig.</i>  Expressions for talking about likes and dislikes: <i>I'm not that bothered... / not my cup of tea / I'm quite into.</i>
	<b>ILLEGAL DOWNLOADS</b>	46 CEU	Taking part in a discussion, putting forward opinions, agreeing and disagreeing.	 Referring to a newspaper article: <i>to leak, to prosecute, to crack down on.</i>  Ways of agreeing and disagreeing: <i>come down on the side of, aren't in agreement, they object to.</i>
	<b>TALKING ABOUT PAINTINGS</b>	47 CEU	Taking part in a discussion and making a decision.	 Types of painting: <i>portrait, a still life, an equestrian portrait, a historical painting.</i> Language for describing paintings: <i>the light and the shadow are really skilfully done, evocative, it conveys a sense of... power and victory.</i>
	<b>BRITISH LIFE AND CULTURE</b>	48 CEU	Presenting information.	 Expressions for generalising: <i>There is a tendency for... / Most people would agree that... / What normally happens is... / It is traditional to...</i>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
HUMOUR AND HAPPINESS  	<b>TELLING A FUNNY STORY</b>	49 CEU	Telling a story.	 Idiomatic expressions for describing emotions: <i>be out of (your) depth, be down in the dumps, be a pain in the neck.</i>  Sequencing a story: <i>It all started when... / afterwards, after a while, as long as, otherwise.</i>
	<b>BRITISH HUMOUR</b>	50 CEU	Summarising, discussing and coming to a decision.	 Humour and success: <i>a mockumentary, slapstick, deadpan, thrive, flourishing, hit it big.</i>
	<b>HAPPINESS</b>	51 CEU	Carrying out a survey with your class and reporting back.	 Language for reporting findings: <i>just under half, a substantial portion of, the vast majority of people...</i> Phrases for marking attitude: <i>Somewhat unexpectedly, Interestingly enough, Predictably.</i>
	<b>COMIC RELIEF</b>	52 CEU	Planning and presenting an event.	 Word combinations with “money”: <i>donate money, raise money, fund money.</i>  Certain and less certain future plans: <i>The firm’s intention is to..., We’re tentatively planning to...</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
SOCIETY NOW  	<b>ACTION PLAN</b>	53 CEU	Drawing up an action plan.	 Local issues: <i>unemployment, sense of community, annual town festival.</i>  Analysing results, making suggestions and reaching a consensus: <i>One of the most striking things is that... / It's vital that we... / Let's put it to the vote.</i>
	<b>A SOCIAL ISSUE</b>	54 CEU	Preparing and delivering a mini-presentation.	 Social issues: <i>consumerism, crime, limited employment opportunities.</i>  Present Perfect to describe the present results of past events: <i>Another factor which has affected eating habits is the fast-paced nature of modern life.</i>  Cause and effect: <i>as a consequence of... / something must be done... / have brought about...</i>
	<b>THE IMPACT OF TECHNOLOGY</b>	55 CEU	Participating in a TV talk show debate.	 Language for discussing advantages and disadvantages: <i>outweigh, doubtless, benefit, obvious, facilitate.</i> Language for taking part in a debate: <i>Research suggests / indicates / proves that... Could I just come in here, please?</i>
	<b>COMMUNICATION</b>	56 CEU	Carrying out a class survey.	 Means of communication: <i>instant messaging, LinkedIn, WhatsApp.</i>  Focus on question word order: <i>Question Word (how often) + Auxiliary Verb (do) + Subject (you) + Main verb (log in).</i>  Composing questions for a survey: <i>When did you start using Facebook? When did you last receive a postcard?</i>




















THEME	LESSON	No	TASK	LANGUAGE FOCUS
CRAFTING THE PERFECT STORY  	<b>ALIBI</b>	57 CEU	Taking part in an interview.	 Language of physical descriptions: <i>unshaven, flushed complexion, short and stocky.</i>  Reported questions: <i>The inspector asked the suspects what they did.</i>
	<b>TELLING STORIES</b>	58 CEU	Inventing and telling a story.	 Adverbs of manner and adverbs of attitude: <i>gradually, anxiously, amazingly.</i>  Narrative tenses: <i>One evening, they decided to have dinner at a beautiful restaurant they had passed many times before.</i>
	<b>THE SOAP OPERA</b>	59 CEU	Delivering a pitch.	 TV production: <i>depicts, broadcast, many twists and turns.</i> People's personalities and relationships: <i>to keep up appearances, to have the gift of the gab.</i>
	<b>MYSTERIES AND PUZZLES</b>	60 CEU	Discussing and trying to resolve mysteries and puzzles.	 Language to speculate about the past: <i>may / might / could have + past participle.</i>  Vague language: <i>something like that, loads of.</i>








THEME	LESSON	No	TASK	LANGUAGE FOCUS
CELEBRITY CULTURE  	<b>THE FAME GAME</b>	61 CEU	Taking part in a mini debate.	 Phrases related to fame and celebrity status: <i>being recognised by everyone, unstable and take drugs, become self-conscious and more self-aware.</i>  Gerunds, Participle 1 and other -ing forms: <i>wondering, being.</i>
	<b>ALONE ON AN ISLAND</b>	62 CEU	Taking part in an interview.	 Articles: <i>a, the, Ø</i> ; Quantifiers: <i>plenty of, far too much, a little, not nearly enough.</i>
	<b>CELEBRITY BALLOON DEBATE</b>	63 CEU	Making a presentation.	 Noun-verb collocations: <i>overcome your fears, hardship, adversity.</i> Multi-word verbs: <i>stand in the way of, stand up for, stand up to.</i>
	<b>WHAT YOU'D LIKE TO BE FAMOUS FOR</b>	64 CEU	Taking part in an informal interview.	 Language to describe skills and personal qualities: <i>being determined, being motivated, open-minded and adaptable.</i>  Separable and non-separable multiword verbs: <i>to let (someone) down, to get on with (something), to pass (something) on, to look for (something/someone).</i>

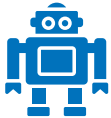






THEME	LESSON	No	TASK	LANGUAGE FOCUS
IN THE WORKPLACE  	<b>RISE AND FALL</b>	65 CEU	Presenting and describing a graph.	 Language for describing trends and movement: <i>increase, decrease, sharp, dramatic, sharp, slight, graduate.</i>  Giving reasons for changes: <i>confidence in the economy, low interest rates.</i>
	<b>PROJECT REVIEW</b>	66 CEU	Reviewing and assessing a project.	 Verb-noun collocations for talking about objectives, obstacles and solutions. Deadlines: <i>set, meet, miss.</i> Problem: <i>overcome, solve, tackle.</i>  Adverbs/adverbial phrases for ordering stages: <i>at this point, on reflection, having identified my aim.</i>
	<b>CLEARING THE AIR</b>	67 CEU	Complaining about others and finding solutions to conflict.	 Phrases for complaints: <i>clash of personalities, put it all behind me.</i>  Techniques for making complaints diplomatically: <i>I'm not saying Bill's lazy, but... / He can be a little bit disorganised.</i>
	<b>AN APPRAISAL MEETING</b>	68 CEU	Preparing for and participating in a meeting.	 Talking about strengths and weaknesses: <i>promotes reflection and goal-setting; danger of line manager bias (fixed) idea of employee.</i>  Supporting opinions: <i>An area I'd really like to focus on... / I find it really difficult to...</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
UNDERSTANDING THE MEDIA  	<b>MORALITY IN THE MEDIA</b>	69 CEU	Taking part in a discussion.	 Press-related vocabulary: <i>a scoop, a bribe, the gutter press.</i>  Adding emphasis: <i>it's far too easy, it did cause a really huge scandal, I totally disagree.</i>
	<b>DISCUSSING A NEWS ITEM</b>	70 CEU	Summarising and discussing an article.	 Verb patterns: <i>"to + infinitive", "verb + -ing". They were persuaded to go ahead despite worries about the cost.</i>  Summarising and asking questions about a news article: <i>After reading the article, it makes me wonder whether... / What do other people think about that?</i>
	<b>IN THE NEWS</b>	71 CEU	Taking part in a discussion to reach a decision.	 Expressions to present a problem, give opinions, agree and disagree: <i>Currently, the situation is... / I feel we need to prioritise... / I couldn't agree more.</i>
	<b>MAGAZINES</b>	72 CEU	Presenting ideas for giving advice.	 Multiword verbs: <i>give away, put off, get rid of.</i>  Expressions for giving advice: <i>It might be worth trying... / Take every opportunity to... / It's best not to...</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
A SUCCESSFUL BUSINESS 	<b>STARTING A SMALL BUSINESS</b>	73 CEU	Taking part in a conversation about a small business idea.	 Collocations for talking about starting a business: <i>provide information, create a niche, personalise your services.</i>  Phrases for giving advice followed by -ing, infinitive and bare infinitive: <i>How about + -ing / Have you thought of + -ing / It's a good idea + infinitive.</i>
	<b>MARKETING STRATEGY</b>	74 CEU	Taking part in a meeting to choose the best way to improve sales.	 Multiword verbs for talking about implementing a marketing strategy: <i>kick off (with), win back, come up with, team up with.</i>  Expressions for participating effectively in meetings: <i>So let's kick off with... / Hold on... / I reckon we should...</i>
	<b>A GOOD BOSS</b>	75 CEU	Taking part in a discussion to decide which are the most important characteristics to look for in applicants.	 Adjectives to describe personal characteristics: <i>accessible, obsessive, adventurous, balanced.</i>  Form and pronunciation of a variety of question tags: <i>There shouldn't be any barriers, should there? / These days you can't be standing still for too long, can you?</i>  Useful phrases for expressing opinions: <i>I believe it's... / I guess... / I think perhaps...</i>
	<b>ETHICS IN THE WORKPLACE</b>	76 CEU	Taking part in a discussion to decide the most appropriate way to resolve ethical issues in the workplace.	 Vocabulary to describe ethical issues: <i>fiddling expenses, taking bribes, leaking information to the media.</i> Words and phrases to talk about money and finance: <i>overheads, wage bill, slave labour.</i>  Modal verbs to evaluate situations and suggest solutions: <i>have to, could, don't have to, should.</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
ANIMALS  	<b>THE ANIMAL IN YOU</b>	77 CEU	Giving a short presentation.	 Personality adjectives: <i>peace-loving, laid-back, considerate, mellow.</i>
	<b>THE APE ESCAPE</b>	78 CEU	Presenting personal opinion on controversial statements.	 Negative prefixes for adjectives: <i>im-, ir-, in-, il-, dis-</i> Gradable and non-gradable adjectives and adverbial modifiers: <i>utterly inhumane, totally indefensible, completely unethical.</i>
	<b>URBAN ISSUES</b>	79 CEU	Taking part in an informal meeting.	 Types of birds: <i>hawk, goose, seagull, pigeon.</i>  Expressions for giving opinions, agreeing, disagreeing and suggesting: <i>Actually, I see what he means... / I'm not convinced that's... / Someone should do something about...</i>
	<b>CAN WE LIVE WITHOUT THEM?</b>	80 CEU	Taking part in a debate.	 Animal products: <i>gelatine, margarine.</i>  Taking part in a discussion: <i>Back to the question of... / Another interesting point is... / As I see it...</i>











THEME	LESSON	No	TASK	LANGUAGE FOCUS
LANGUAGE 	<b>DEFINE THAT WORD</b>	81 CEU	Taking part in a language guessing game.	 Useful expressions for defining words: <i>It rhymes with... / It sounds like... / You say it the same as...</i>  Useful expressions for speculating about possible answers: <i>I'm relatively certain it's... / It's possibly... / It's definitely not...</i>
	<b>LEARNING A LANGUAGE</b>	82 CEU	Interviewing a partner about his or her language learning experiences.	 Useful expressions for talking about language learning: <i>using online language learning materials, spending time in the country, joining an online community.</i>
	<b>GLOBAL ENGLISH</b>	83 CEU	Taking part in mini debates.	 Adjective+noun collocations: <i>rich variety, cultural imperialism, proven credentials.</i>
	<b>MISUNDERSTANDINGS</b>	84 CEU	Telling an anecdote about a misunderstanding.	 Past Perfect for spoken narratives: <i>Seems obvious now, but I just hadn't heard that.</i>  Useful expressions for telling an anecdote: <i>You know? So anyway... / ...and then suddenly it dawned on me.</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
FUTURE GAZING  	<b>MANIFESTO</b>	85 CEU	Writing and delivering a speech for a political party.	 Ways of referring to the future: <i>we'll punish... / we'll make sure... / is a pledge to... / other parties might be wary of...</i>  "Rule of three" in speeches: <i>There's no present without... / There's no future without... / There's no hope...</i>
	<b>TIME CAPSULE</b>	86 CEU	Taking part in a group discussion.	 Objects and their significance: <i>mundane everyday objects, artefacts, personal belongings.</i>
	<b>A GOOD INVESTMENT</b>	87 CEU	Discussing and evaluating a number of options.	 Making and losing money: <i>depreciate, fluctuations, make a killing, flop.</i>  Evaluating potential investments: <i>If we invest in the right company... / Any investment can bring...</i>
	<b>FACT OR FICTION?</b>	88 CEU	Planning and presenting an outline of a film or book.	 Evaluating future predictions: <i>It's highly likely that... / It's inconceivable that... / I reckon it's quite possible that.</i>



















THEME	LESSON	No	TASK	LANGUAGE FOCUS
HARD TALK  	<b>CLARITY IS KEY</b>	1 CGL	Simulating an informal meeting to discuss a joint venture.	 Phrases for responding to opinions in a business meeting setting: <i>You know, I reckon. / I've got a few reservations about that. / You're joking, right?</i> Phrases for interrupting: <i>Sorry to butt in, Hang on a second.</i>
	<b>BEING IN CONTROL</b>	2 CGL	Taking part in a meeting to share opinions and propose a new itinerary for a 3-day regional training workshop.	 Phrases for interrupting: <i>Can I come in here? / Sorry, to butt in again, but...</i> Phrases for dealing with interruptions: <i>I think we're getting a little bit side tracked. / As I was just saying.</i>   Vocabulary related to meetings: <i>drag on, get side tracked, in jokes.</i>
	<b>JUSTIFYING YOUR OPINION</b>	4 CGL	Role playing a meeting where a decision needs to be made based on arguments presented.	 Techniques for persuading: <i>Questions where you give the answer yourself. / Using opposite words. / Contrasting ideas. / Repeating sounds.</i>
	<b>SHOPS AND SHOPPING</b>	9 CGL	Discussing attitudes towards shopping.	 Shopping verbs, nouns and places: <i>hassle, haggle, rip-off / rip-off, fake, special / market, chain stores, stalls</i>   Present perfect simple and continuous: <i>I've just got paid. / I've been spending a lot of time online. / I've been there before.</i>   Phrases for giving and responding to an opinion: <i>In my humble opinion... / If you ask me... / Come off it! / Oh come on!</i>








THEME	LESSON	No	TASK	LANGUAGE FOCUS
DON'T EVEN ASK! 	<b>MAKING YOUR OPINION HEARD</b>	6 CGL	Taking part in a group discussion, sharing opinions about emotions and commenting on what the other learners say.	 Idioms: <i>get to grips with something, go round and round in circles.</i>  Describing your feelings: <i>I find it incredibly embarrassing when... / I absolutely detest snakes...</i>
	<b>THE YEAR IN REVIEW</b>	8 CGL	Creating a news story about a famous person and report it to the class.	 Reporting verbs: <i>claim, blame, accuse, admit, refuse, regret, deny, offer.</i>  Hedging phrases: <i>Apparently... / It has been said that...</i>
	<b>CHANGE OF PLAN</b>	26 CGL	Taking part in a role play at a ticket office and confirming travel details, making and responding to enquiries politely.	 Echo questions to express surprise and check understanding: <i>I'm sorry. I need to change where? / The plane I'm about to take has got a few what?</i> Phrases to make enquiries about probability: <i>Is there any chance I could... / Would it be possible to... / What are the chances of me...</i>
	<b>A NIGHTMARE HOLIDAY</b>	27 CGL	Taking part in a role play between a dissatisfied customer and a travel agent, explaining problems and trying to reach an agreement about compensation.	 Signposting additional information: <i>And what's more... / That's not the half of it... / And another thing...</i>  Intensifier adverb + adjective phrases: <i>unbelievably rude, absolutely filthy.</i>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
STRESSED? TIME TO UNWIND...  	<b>PARTY AT THE FESTIVAL!</b>	13 CGL	Describing an important celebration and explaining how you feel about it.	 Extreme adjectives: <i>boiling/scorching, freezing, packed, astounding.</i>  Phrases for expressing likes and dislikes: <i>makes me cringe, absolutely hate, really enjoy, just too embarrassing for words.</i>  Relative clauses: <i>when, where, who, which.</i>
	<b>SOLVING PROBLEMS AND FINDING SOLUTIONS</b>	17 CGL	Taking part in a meeting to decide how to increase a company's profits.	 Phrases for giving opinions: <i>Well, for me... / Personally, I believe... / as far as I'm concerned...</i>  Phrases for showing agreement / disagreement: <i>Absolutely / That's a good point / I'm not so sure about that / That's not the same thing at all!</i>
	<b>THAT'S GOOD ADVICE</b>	18 CGL	Working as a group to solve office problems.	 Phrases describing different types of problem: <i>ongoing, minor, insignificant, potential, trivial, urgent.</i>  Phrases for offering, accepting and rejecting advice: <i>one thing you could do... / Have you ever thought about...? / That's not a bad idea.</i>
	<b>DEALING WITH DISASTER</b>	19 CGL	Working with a group to make recommendations relating to disasters.	 Phrases for expressing certainty and possibility: <i>absolutely/quite inevitable, highly/very/quite likely, quite possible.</i>  Phrases for giving advice: <i>You might want to check. You really must be careful. If I were you I'd leave now.</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
BEING PRAGMATIC 	<b>EXPLAINING EMOTIONS</b>	21 CGL	Discussing a variety of emotions and saying what causes that particular feeling.	 Phrases to talk about how things make you feel: <i>can't stand, a downer, getting out and about.</i> Adjectives expressing emotion: <i>tedious, infuriating, heart-breaking.</i>   Gerund forms: <i>I can't stand getting up early. / I get great satisfaction out of ironing. / I'm up for partying.</i>
	<b>CLEAR AND EFFECTIVE PRESENTATIONS</b>	53 CGL	Giving a presentation on a work related topic.	 Phrases for signposting, signaling or summarising in presentations: <i>I'm here to talk to you briefly about a subject that concerns us all. / Moving on now, I'd like to talk a little about... / Before we close, I'd like go over the...</i>
	<b>MAKING A CASE</b>	54 CGL	Creating and delivering a short presentation on an unusual product to a small group.	 Phrases to signpost sections of presentation: <i>So to sum it all up... / Following on from that... / Thank you for listening.</i>   Adjectives to describe new products: <i>innovative, unrivalled, out of this world.</i>
	<b>TODAY'S PRESENTATION</b>	56 CGL	Working in small groups to plan and present a process to another group.	 Passive voice: <i>A starter culture is added to milk to change lactose into lactic acid. The acidity level of the milk is changed here...</i>   Phrases for sequencing a presentation: <i>First (of all), Then, Second.</i>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
LET ME TELL YOU A STORY...  	<b>MY LIFE STORY</b>	29 CGL	Sharing past experiences with a partner and passing on the most interesting points to another partner.	 Phrases for expressing attitudes and feelings precisely: <i>It's nice to have... / Gosh, that sounds so...</i>
	<b>MISHAPS HAPPEN!</b>	58 CGL	Preparing a short anecdote about an accident and telling it to a partner, trying to maintain the partner's interest.	 Phrases for telling an anecdote: <i>You'll never guess what happened to me last week! / Well... I was travelling on the train to work.</i>  Phrases to respond to an anecdote: <i>I bet!, No way!, Go on!</i>
	<b>IT'S MAGIC!</b>	59 CGL	Describing a memorable performance and trying to explain how a trick is done.	 Idioms using magic: <i>wave a magic wand, work one's magic.</i> Phrases related to describing a show: <i>Oh it was absolutely amazing. / I've never seen anything like it! / Completely mind blowing.</i>   Phrases for expressing assumptions and explanations: <i>Well, I wasn't expecting much but some of the tricks he did were just incredible. / Well if you think that's disturbing you should have seen the final act.</i>
	<b>STORYTELLING</b>	60 CGL	Giving a detailed and interesting account about a special event.	 Phrases related to celebrating special events: <i>to celebrate with a drink, hearing / telling the latest news.</i> Adverbs for adding emphasis: <i>quite a big deal, kind of sad.</i>   Discourse markers to structure ideas: <i>When we were younger,... / At the end of the evening,...</i>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
LET'S BE HONEST!  	<b>TO UNDERSTAND AND BE UNDERSTOOD</b>	33 CGL	Taking part in a job interview role-play.	Phrases for requesting information: <i>Could you tell me about...? / I was wondering if you could tell me about... / Could you tell me more about...?</i>  Phrases for requesting clarification: <i>What exactly do you mean by...? / Do you mean...? / So you managed three offices, did you?</i> Question tags for checking information: <i>You studied English and Business, didn't you? / You enjoyed your studies, didn't you?</i>
	<b>GETTING THE PAY RISE YOU DESERVE</b>	34 CGL	Taking part in a meeting between an employee and employer where the employee is negotiating an improvement in their package.	 Accepting and rejecting proposals: <i>That sounds pretty good to me. / I'm a little bit unhappy about that.</i> Tentative language: <i>a little bit, could, I guess.</i>  Work-related phrases: <i>paid overtime, maternity/paternity leave.</i>
	<b>ARE YOU A RIGHT OR A LEFT SIDED THINKER?</b>	37 CGL	Quizzing a partner to find out whether they are right or left brained.	 Phrases for discussing results: <i>I'd like to show you... / I was particularly (pleased with/surprised by)...</i>  Adjectives to describe character: <i>rational, intuitive, instinctive.</i>
	<b>I MADE THE RIGHT CHOICE</b>	40 CGL	Discussing different types of medical intervention.	 Medical words and phrases: <i>self-diagnosis, stomach stapling.</i> Phrases for introducing a topic: <i>Recent studies show that... / I saw something on TV the other day that said...</i>  Phrases for expressing agreement and disagreement: <i>Yeah, I think there's something in that. / Well, you could say that, but...</i>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
CLEAR COMMUNICATION ON THE PHONE  	<b>TELEPHONE ENQUIRIES</b>	41 CGL	The task is for the learners to role play a telephone enquiry.	 Have/get something done: <i>I want to get my hair cut. / I want to get my eyes tested.</i>  Telephone phrases: <i>Hello, is this.....? / I'm just calling to...</i>  Active/passive.
	<b>FOLLOWING UP WITH ENQUIRIES</b>	42 CGL	The task is for the learners to role play a business telephone conversation where one is enquiring about a late payment.	 Hedging language so as to sound less direct: <i>We seem to be... / I'm afraid...</i> Phrases for making polite requests: <i>How would you feel if... / Could you accept...?</i>
	<b>RIGHT AND WRONG</b>	43 CGL	The task is for learners to create a short dialogue between two speakers to describe a problem they have with an item or a product and how to resolve it.	 Phrases for describing why something is wrong: <i>I'm so fed up... / I'm not satisfied with...</i> Complaining and responding to complaints: <i>I can assure you that... / Please accept our apologies.</i>
	<b>RESOLVING PROBLEMS ON THE PHONE</b>	44 CGL	The task is for learners to discuss problems with customer service on the phone and suggest ways of improving the service.	 Telephone phrases: <i>Sorry to stop you there... / ...hold on a sec... / ...if you could just bear with me...</i>






THEME	LESSON	No	TASK	LANGUAGE FOCUS
THE SPICE OF LIFE  	<b>LEISURE AND ACTIVITIES</b>	46 CGL	The task is for learners to give an account of a weekend activity and to express surprise when listening to other accounts.	 Phrases for interrupting: <i>Hold on... / hang on a second...</i> Phrases for expressing surprise: <i>Seriously? / What do you mean I never...</i>  Noun phrases related to leisure activities: <i>paragliding / bungee jumping / skydiving.</i>
	<b>TAKE THE LEAD</b>	48 CGL	Learners will give a brief presentation of the area they live in and describe how they would spend a day in that area with a foreign visitor.	 Phrases for making predictions: <i>I expect you'll... / you'll definitely...</i>  Vocabulary related to tourist attractions: <i>non-descript / traditional / stunning.</i>
	<b>HOW'S THE LEARNING GOING?</b>	49 CGL	In this lesson learners will take part in a discussion about different learning styles and the education system in their country.	 Phrases for summarising a point: <i>basically... / in other words... / the point I'm making is...</i> Functions and meanings of 'just': <i>Not just one... / I just don't think...</i>  Learner preferences: <i>visual / auditory / kinaesthetic.</i>
	<b>MYSTERIES OF LIFE</b>	52 CGL	The task is for learners in small groups to discuss possible explanations for unsolved mysteries.	 Modals of deduction: <i>it could have been... / it must have been...</i>  Paranormal phenomenon: <i>ghost / zombie / goblin.</i>



















THEME	LESSON	No	TASK	LANGUAGE FOCUS
CONVEYING GROUP IDEAS  	<b>WHO'S THE BEST FIT FOR THE JOB?</b>	65 CGL	Taking part in a meeting to decide who is the best candidate for a job.	 Phrases for describing someone's character/personality: <i>he (she's) the type of person who... / he (she's) the kind of colleague who... / ...likes a challenge / ...has the ability to... / ...is good at...</i> Phrases for turn-taking in discussions: <i>I don't know about that, hold on a second! / Yeah, but... Erm, can I just jump in here?</i>
	<b>ASSESSING THE PROJECT</b>	66 CGL	Taking part in a project review meeting.	 Vocabulary for describing graphs/charts: <i>slight, sudden, dramatic, decline, dip, fall, reduction, rose, grew.</i>  Phrases for speculating: <i>may have lost, might have resigned, could have had, must have been, can't have released.</i>  Phrases for organising ideas: <i>that's why, in fact, one thing that has come up, what's more, on the whole, so this brings me on to.</i>
	<b>TOP TIPS FOR GROUP WORK</b>	67 CGL	Discussing some common problems relating to team work, and suggesting solutions.	 Phrases for giving advice: <i>your only (real) option is to... / make sure you (don't)... / it might be a good idea to... / on no account should you...</i>  Phrases related to teamwork: <i>player, mate, work, dynamics, building, spirit, leader.</i>
	<b>FOOD FOR THOUGHT</b>	68 CGL	Taking part in a meeting to decide how to solve a problem for a restaurant.	 Phrases for speaking diplomatically: <i>I don't know, just, won't it be? / the thing is, perhaps, seems, appears, a slight (a bit) of +noun.</i>  Vocabulary to describe places to eat: <i>a juice bar, a fast food restaurant, a theme restaurant, a food truck, a pop-up restaurant, a greasy spoon.</i>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
THE WAY WE LIVE 	<b>NIGHTMARE NEIGHBOURS</b>	93 CGL	Discussing the common causes of neighbour disputes and how to resolve them.	 Phrases describing anti-social behaviour: <i>noisy party, playing loud music, ignored request to turn down music, leaving rubbish everywhere, car blocking the driveway.</i> Phrases related to disputes: <i>is really getting on my nerves, this really is out of order, enough is enough, sort it out, to get my own back.</i>  Phrases for giving negative information: <i>you see the thing is... / don't take this the wrong way, but... / don't get me wrong, but... / this is a bit awkward, but... / I'm sorry to say this, but...</i>
	<b>THE GOOD LIFE</b>	94 CGL	Discussing why people choose to move to new places.	 Phrases describing challenges of modern life: <i>cost of living, nothing to show for, keep our heads above water, self-sufficient, felt out of our depth.</i>  Phrases for adding information: <i>in addition, furthermore, moreover.</i>
	<b>WHO'S TO BLAME?</b>	95 CGL	Taking part in a discussion to determine who or what is responsible for a social problem.	 Phrases related to blame: <i>blame it on... / (The parents) are responsible for this / (The schools) are partly to blame, because... / I think (advertising companies) should be held responsible.</i> Phrases for suggesting solutions: <i>this could (all) be solved if... / the way forward could be to... / to tackle this problem... / this problem could be addressed by... / dealing with this issue involves...</i>  Vocabulary related to social issues: <i>computer game addiction, obesity, truancy, cyber bullying, teenage pregnancy, stress related illnesses.</i>
	<b>CUTTING BACK</b>	96 CGL	Talking about a change you made in your life and the challenges you had to overcome.	 Vocabulary related to managing money: <i>live on, meagre, tighten your belt, scrimp and save, steer clear of, smuggle.</i>  Phrases for expressing surprise: <i>believe it or not, it may sound strange, but...</i> Phrases for showing honesty: <i>to be honest, to tell you the truth.</i> Phrases for misconceptions: <i>but in fact, you might think.</i>








THEME	LESSON	No	TASK	LANGUAGE FOCUS
DIFFERENT PERSPECTIVES  	<b>CLEAR SIGNPOSTING</b>	109 CGL	Giving a presentation at a seminar.	 Phrases to structure a talk: <i>Here is an outline of the talk. / We'll end with... / Let's make a start...</i>  Learning technology-related vocabulary (enrolment, buzzword, elective modules).
	<b>THE PRICE OF EDUCATION</b>	110 CGL	Presenting and defending opinions on aspects of my subject within a seminar group discussion using examples and explanations.	 Vocabulary to describe universities and education (prestigious, benchmark, reputable).  Ways to talk about data: <i>tend to be... / It seems like... / Perhaps not value for money.</i>
	<b>ACADEMIC FORUMS</b>	111 CGL	Giving advice to fellow students on an assignment or other study-related matters.	 Modal verbs to make suggestions stronger or weaker (It might be worth +Ving, I wouldn't bother +Ving).  Phrases for making suggestions/giving advice: <i>It might be best... / It's probably worth... / Personally...</i>
	<b>WASTED QUALIFICATIONS</b>	112 CGL	Discussing current trends in higher education.	 Vocabulary related to higher education (gain degree, student debt, careers advice).  Phrases for speculating: <i>This is bound to be... / it may not be... / They might not have received...</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
THE WEB 	<b>ART IN THE DIGITAL AGE</b>	202 CGL	Comparing and contrasting two pieces of art.	 Phrases for describing works of art, and how it makes us feel: <i>X gives an impression that... / It gives (creates) a sense of... / X really caught my eye.</i>  Language to compare and contrast: <i>whereas, as with, just as.</i>
	<b>EVERYONE'S A JOURNALIST</b>	203 CGL	Discussing changes in journalism.	 Used to, would, present perfect simple and continuous to talk about changes.  Language related to technology and journalism: <i>footage, objectivity, broadsheet, tabloid.</i>








THEME	LESSON	No	TASK	LANGUAGE FOCUS
GETTING YOUR MESSAGE ACROSS  	<b>REQUESTING UPDATES</b>	1 WGL	Converting notes into a full email requesting updates from colleagues.	 Phrases for requesting updates: <i>Do you think you could wrap that up by... / ...please keep me in the loop on any other issues with... / I'd like to catch up on how... / Can you let me know if...?</i>   Prepositional phrases used in business writing: <i>meet up, an update on, preparations for, wrap something up, leave something with someone.</i>
	<b>DELEGATING TASKS</b>	2 WGL	Writing an email in which you delegate a colleague's workload to other colleagues.	 Prepositional phrases: <i>take on, leave it with you, a bit short notice, to be away, copy me in.</i>   Delegation expressions: <i>Can I leave it with you? / Sorry it's a bit short notice but do you think you'll be able to...? / Can you foresee any roadblocks that might prevent you finishing on time?</i>
	<b>WRITING ASSERTIVELY</b>	3 WGL	Writing a letter responding to an unreasonable request or complaint.	 Attitudinal adverbs: <i>naturally, obviously, unfortunately, hopefully.</i>   Phrases to signal positive and negative responses: <i>I fully appreciate that... / While we would like to...</i>
	<b>WRITING A PROFILE</b>	4 WGL	Writing a summary of a company.	 Words for describing corporate transactions: <i>oversee, sell on, merge with, acquire, disband, expand, downsize.</i>   Relative pronouns: <i>who, where, which.</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
EATING WELL  	<b>A RESTAURANT REVIEW</b>	1 WEU	Writing a restaurant review.	 Adjective/noun collocations: <i>signature dish, quick snack, ice-cold drinks, stone cold soup, melt-in-the-mouth chocolate cake.</i>  Expressions to express personal opinions: <i>I recommend... / The... is to die for... / The only downside was that...</i>
	<b>EATING IN AND EATING OUT</b>	2 WEU	Writing a for and against essay.	 Linking words and phrases: <i>the most important advantage, taking everything into consideration, on the other hand, many people are against.</i>
	<b>A BAD RESTAURANT EXPERIENCE</b>	3 WEU	Writing a formal email of complaint.	 Linking expressions: <i>furthermore, in the end, otherwise.</i>  Formal vs informal language: <i>...my strong dissatisfaction with the food and service I received. / ...but the food and service were rubbish. / I brought this to the waiter's attention/I told the waiter...</i>
	<b>FOOD AND HEALTH</b>	4 WEU	Writing a magazine article.	 Topic sentences: <i>This article explains how important water and drinks are for our health. Some teenagers resist family meals at all costs.</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
WORKING LIFE 	<b>APPLYING FOR A JOB</b>	5 WEU	Writing a formal letter of application for a job.	 Linking words and phrases: <i>firstly, apart from, in addition, although.</i>  Appropriate formal register: <i>soon/in the near future; looking really hard for/actively seeking; giving me/providing me with...</i>
	<b>PROBLEMS AT WORK</b>	6 WEU	Writing a formal email to another company about a problem.	 Appropriate formal collocations: <i>excellent value, a timely solution, a preferred supplier.</i>  Non-defining relative pronouns: <i>who, which.</i>
	<b>WRITING A PROPOSAL</b>	7 WEU	Writing a formal proposal suggesting an initiative.	 Appropriate formal language: <i>at the moment/currently; is the best choice/would seem to be the best option; showed/revealed.</i>  Phrases for stating the proposal, providing background information, making recommendations and suggestions and writing a conclusion: <i>I would like to suggest. / This proposal is for... / Following a survey amongst residents... / To conclude...</i>
	<b>WRITING A REPORT</b>	8 WEU	Writing a report.	 Verbs to report people's views: <i>considered, were of the opinion that, mentioned.</i>  Appropriate collocations for this genre: <i>internal communication, team values, to develop strategies.</i> Expressions of approximation and quantity: <i>a significant proportion, roughly, an overwhelming majority of...</i>









THEME	LESSON	No	TASK	LANGUAGE FOCUS
HOME AND AWAY 	<b>FACILITIES IN YOUR TOWN</b>	9 WEU	Writing a report.	 Collocations: <i>the vast majority, the principal factors.</i>  Phrases to state the purpose of a report, describe how information was obtained, report the results and make recommendations: <i>The report is intended to... / Very few people suggested... / I would therefore recommend that...</i>
	<b>A BETTER TIME ABROAD?</b>	10 WEU	Writing a for and against essay.	 Adverbs: <i>inevitably, undoubtedly, arguably.</i>
	<b>A VISIT TO A CITY</b>	11 WEU	Writing a semi-formal email.	 Expressions for giving advice: <i>Ideally, you should try to... / If you can, try to... / I strongly suggest you...</i> Formal, semi-formal and informal language used for beginning and ending emails: <i>Hi Jane / Dear Jane / Dear Sir / Madam, I hope to hear from you soon. / I am writing in response to...</i>
	<b>LOVE YOUR NEIGHBOURHOOD</b>	12 WEU	Writing a blog entry recommending visiting a neighbourhood.	 Adjective-noun collocations: <i>breathtaking views, arty neighbourhood, cosmopolitan street/neighbourhood/atmosphere.</i>  Descriptive phrases: <i>No visit to... would be complete without... / One of the first things you'll notice is...</i>










THEME	LESSON	No	TASK	LANGUAGE FOCUS
CULTURE VULTURE  	<b>CULTURAL LANDMARKS</b>	13 WEU	Writing a magazine article.	 Descriptive phrases: <i>sheer immensity, cool marble floors, sugar-sweet, dignified silence.</i>
	<b>CATCHING UP WITH FRIENDS</b>	14 WEU	Writing an informal email about a visit to a city.	 Informal language: <i>what you've been up to, that's all for now, dying to.</i>  Avoiding repetition: <i>plans for the future / hopes for the future.</i>
	<b>THE CULTURAL CENTRE</b>	15 WEU	Writing a proposal.	 Linking words and phrases: <i>even though/whereas, however/on the other hand.</i>  Phrases to start and finish a proposal: <i>The aim of this proposal is to assess... / It would be useful to... / All in all...</i>
	<b>A LIVE PERFORMANCE</b>	16 WEU	Writing a review of a live performance.	 Specific vocabulary of musical and dance performances and plays: <i>sang off-key, the brilliant acting, a wooden performance, the play grips the imagination.</i> Adjectives to describe performances: <i>exciting gripping, dull, tedious, exhilarating.</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
IN THE NEWS 	<b>A COMPANY EVENT</b>	17 WEU	Writing an article for a company magazine describing an event.	 Formal words and expressions: <i>could go to/were able to attend; really nice/thoroughly enjoyable...</i> Topic-related collocations: <i>to mark the occasion, lost for words... / an entertaining speech...</i>  Reported speech: <i>I asked how many staff worked/work for Quicksilver Ltd.</i>
	<b>THE ROLE OF THE MEDIA</b>	18 WEU	Writing a for and against essay.	 Linking words and expressions: <i>finally, despite, for instance</i> Topic and essay-related collocations: <i>use and abuse, current affairs, to gain access.</i>
	<b>DESCRIBING DATA</b>	19 WEU	Writing a short description of data.	 Verbs to describe trends: <i>rocket, plummet, oscillate.</i> Different ways to describe trends, using an adjective + noun or verb + adverb: <i>a slight fall, rose remarkably, declined suddenly.</i>  Expressions for comparing figures/trends: <i>The table compares... / brought up the rear, followed by...</i>
	<b>FILM REVIEW</b>	20 WEU	Writing a film review.	 Film-related vocabulary: <i>chorus, support cast, set in.</i> Positive and negative adjectives: <i>star-studded, superb, contrived.</i>  Ways to express an opinion and recommend: <i>I would definitely recommend... / ...was the worst film I've seen this year. / ...is not to be missed...</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
HAVING YOUR SAY  	<b>ESSAY WRITING</b>	101 CGL	Presenting and / or developing a logical argument in a seminar or tutorial.	 Essay-related vocabulary: <i>aspects, submitted, specific.</i>  Phrases for expanding and contrasting ideas, giving examples: <i>Therefore... / Due to this... / This is the overriding reason why...</i>
	<b>ASSESSMENT: IS IT FAIR?</b>	102 CGL	Participating actively in an extended conversation.	 Different types of assessment: <i>dissertations, portfolios.</i>  Phrases for giving opinions, preferences and personal feelings: <i>I think it's a good assessment as... / I think... are a good way of...</i>
	<b>EDUCATION AND CHOICE</b>	103 CGL	Evaluating different arguments and reaching a decision on a discussion point.	 Phrases for describing course goals and content, who a course is aimed at and different types of courses: <i>blended learning, on-campus learning, academic courses.</i>
	<b>THE RIGHT PERSONALITY</b>	104 CGL	Presenting and developing opinions and ideas, with conviction.	 Adverbs for making opinions more precise: <i>remarkably, largely generally.</i>  Ways to give emphasis to a point: <i>What we found most interesting was that... / The most important point is that...</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
ATTENTION TO DETAIL 	<b>WEBINARS</b>	105 CGL	Teleconferencing with other students or a tutor to find out detailed information about a missed seminar or lecture.	 Phrases for clarifying, rephrasing and dealing with technical issues: <i>Can you clarify that for me? / When exactly is the deadline?</i>
	<b>FIELD TRIPS</b>	106 CGL	Describing details of a field trip related to my study area.	 Past perfect continuous/past simple: <i>We'd been studying British Politics that term so we went to London for three nights.</i>  Phrases for describing field trips: <i>We went to see a pressure group. We learned about how they work with MPs.</i>
	<b>WHAT'S INVOLVED?</b>	107 CGL	Providing detailed information about myself or my studies during an academic interview.	 Vocabulary related to courses: <i>first class honours, elective modules.</i>  Phrases to describe skills, requirements and feelings towards an academic course: <i>I gained a solid understanding of the whole process involved in film production... / I also realised the importance of skills such as...</i>
	<b>VIRTUAL INVESTMENT</b>	108 CGL	Summarising information and arguments from a number of sources.	 Finance vocabulary: <i>transactions, identity fraud, exchange rate.</i>  Phrases for evaluating and summarising articles: <i>I found... surprising. / I (don't) think the... is accurate.</i>

THEME	LESSON	No	TASK	LANGUAGE FOCUS
DIFFERENT PERSPECTIVES 	<b>CLEAR SIGNPOSTING</b>	109 CGL	Giving a presentation in a seminar	 Learning technologies-related vocabulary: <i>EdTech, blended learning, online resource library.</i>  Phrases to structure a talk: <i>Just a quick show of hands... / ...are there any questions at this stage?</i>
	<b>THE PRICE OF EDUCATION</b>	110 CGL	Presenting and defending opinions using examples and explanations	 Ways to talk about data; phrases related to describing universities and courses: <i>Fees are around 20% of national average income. / ...perhaps not value for money.</i>
	<b>ACADEMIC FORUMS</b>	111 CGL	Giving advice to fellow students on an assignment or other study-related matters	 Phrases for making suggestions and giving advice and modal verbs to make suggestions stronger or weaker: <i>It might be worth... / It might be best to...</i>
	<b>WASTED QUALIFICATIONS?</b>	112 CGL	Outlining an issue, speculating and evaluating the pros and cons of different approaches	 Collocations related to higher education: <i>student debt, attend university, gain a degree.</i>  Phrases for speculating: <i>This is bound to... / It may not be...</i>



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