# Contents

Coursebook contents map 4  
Introduction 6  
Common European Framework (CEF) introduction 9  
Photocopiable CEF mapping 11  
Photocopiable CEF student portfolio checklists 15  
Teaching tips 21

**Teaching notes**  
Module 1 Unit 1 Behave! 25  
Module 1 Unit 2 Form and function 30  
Module 1 Unit 3 It’s up to you! 35  
Module 1 Unit 4 No pain, no gain 39  
Module 1 Unit 5 Review 43  
Module 2 Unit 1 Telling tales 45  
Module 2 Unit 2 A perfect world 50  
Module 2 Unit 3 Modern-day icons 54  
Module 2 Unit 4 Safe and sound? 59  
Module 2 Unit 5 Review 63  
Module 3 Unit 1 Living together 66  
Module 3 Unit 2 Talk talk 70  
Module 3 Unit 3 Net value 75  
Module 3 Unit 4 Team spirit 80  
Module 3 Unit 5 Review 84

Additional material contents 87  
Photocopiable resources 88  
Teacher’s resource notes 112  
Photocopiable tests 118  
Test answers 154
## Coursebook contents

### Module 1 Individuals

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Language study</th>
<th>Vocabulary</th>
<th>Main skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Behave! pages 2–5</td>
<td>Eccentrics</td>
<td>Contrast (discourse markers)</td>
<td>Reading: predicting and checking; summarising information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are you a nonconformist?</td>
<td>Behavioural traits (adjectives and their collocations)</td>
<td>Speaking: discussing types of behaviour; discussing pressure to conform in different countries; taking turns and interrupting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Contrast (discourse markers)</td>
<td>Taking turns in a discussion</td>
<td>Listening: identifying main information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Modern wonders</td>
<td>Compound adjectives</td>
<td>Pronunciation: stress and intonation in discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(buildings and design)</td>
<td>Describing buildings, places and objects (structures used to describe nouns)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Modern wonders (buildings and design)</td>
<td>Describing buildings, places and objects (structures used to describe nouns)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Your workspace and you</td>
<td>Social issues and direct action</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>It's up to you! pages 10–13</td>
<td>Moments in time</td>
<td>Social issues and direct action</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(the best day of my life)</td>
<td>Adding emphasis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Changing the world</td>
<td>Writing: a description of your favourite place</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(supporting causes by wearing wristbands)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>No pain no gain pages 14–17</td>
<td>Getting to the top</td>
<td>Proverbs and idioms: success</td>
<td>Reading: identifying key information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(life of a sumo wrestler)</td>
<td>Motivation</td>
<td>Speaking: talking about success, motivation and overcoming problems; explaining causes and results; discussing an autobiography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Proverbs and idioms: success</td>
<td></td>
<td>Listening: understanding gist and key information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What motivates you?</td>
<td>Writing: a message board thread and comments</td>
<td></td>
</tr>
</tbody>
</table>

### Module 2 Pairs

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Language study</th>
<th>Vocabulary</th>
<th>Main skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Telling tales pages 34–37</td>
<td>A chance encounter (extract from <em>An equal music</em>)</td>
<td>Connecting events using the perfect</td>
<td>Reading: speculating about and analysing key features of a literary text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The end of a nightmare (extract from <em>A goat's song</em>)</td>
<td>Feelings (nouns and adjectives)</td>
<td>Speaking: describing emotions; discussing literary texts; talking about books and reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• A chance encounter (extract from <em>An equal music</em>)</td>
<td>Books and reading</td>
<td>Listening: identifying key information and key features of a literary narrative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Seeking perfection (designer babies)</td>
<td>Collocations: discussion issues</td>
<td>Writing: a short narrative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nobody's perfect (perfectionists)</td>
<td>Phrasal verbs: debate and discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Seeking perfection (designer babies)</td>
<td>Phrases to express surprise or indifference</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(designer babies)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nobody's perfect (perfectionists)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Modern-day icons pages 42–45</td>
<td>Keeping a legend alive (a tribute artist, nostalgia)</td>
<td>Spoken phrases with say and speak</td>
<td>Listening: understanding gist and key information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How star-struck are you?</td>
<td>Idioms with parts of the body</td>
<td>Speaking: talking about popular icons and celebrity culture; discussing the value of nostalgia; using spoken phrases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Keeping a legend alive (a tribute artist, nostalgia)</td>
<td>Pronunciation: American English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>How star-struck are you?</td>
<td>Reading: understanding key information; completing a quiz and discussing the analysis</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Safe and sound? pages 46–49</td>
<td>Identity theft</td>
<td>Using modals to express real and unreal past situations</td>
<td>Reading: understanding and identifying key information; understanding vocabulary in context</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Caught on camera (video surveillance)</td>
<td>Expressing certainty and drawing conclusions</td>
<td>Speaking: talking about identity theft and other crimes; giving advice and warnings using the language of banking; discussing video surveillance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identity theft</td>
<td>Writing: website tips</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Caught on camera (video surveillance)</td>
<td>Listening: identifying gist; understanding vocabulary in context</td>
<td></td>
</tr>
</tbody>
</table>
## Module 3 Groups

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Language study</th>
<th>Vocabulary</th>
<th>Main skills</th>
</tr>
</thead>
</table>
| 1 Living together pages 66–69 | • Happy families (Britain’s biggest family)  
• A social experiment (living in an alternative community) | • Ellipsis and substitution | • Family relationships  
• Community organisation | • Reading: understanding gist; understanding vocabulary in context  
• Speaking: discussing cultural values and family relationships; discussing the aims of non-traditional living communities  
• Listening: identifying key information  
• Writing: an online advert |
| 2 Talk talk pages 70–73 | • World languages (Are fewer languages better?)  
• Language learning (attitudes to learning English and other foreign languages) | • Forming adjectives from verbs and nouns (adjective suffixes)  
• Sensitive language (euphemisms) | | • Reading: predicting; understanding main information and vocabulary in context  
• Speaking: evaluating the cultural and practical value of languages; using sensitive language and softeners to avoid offence  
• Listening: identifying key information  
• Pronunciation: sentence stress |
| 3 Net value pages 74–77 | • Is the Internet a good thing?  
• Are you addicted to email? (survey report) | • Using vague language  
• Phrasal verbs: communication  
• Surveys | | • Listening: understanding gist and key information; understanding vocabulary in context  
• Speaking: discussing the Internet; clarifying information and checking understanding; talking about email addiction; conducting a survey  
• Pronunciation: stress and weak forms  
• Reading: understanding key information  
• Writing: a survey report |
| 4 Team spirit pages 78–81 | • Team building  
• Are you a team player? | • Dependent prepositions  
• World of work | | • Reading: predicting information; checking key information and vocabulary in context  
• Speaking: discussing work practices and leadership styles; describing college- or work-related problems and giving advice  
• Listening: identifying key information; understanding vocabulary in context  
• Writing: a programme script |

### Review unit pages 82–85
- Extra practice pages 86–89  
- Grammar reference and wordlist pages 90–92  
- Listening scripts pages 94–95  
- Communication activities pages 93, 95  
- Use CD2 for listening activities in this module.

## CD-ROM contents

<table>
<thead>
<tr>
<th>Location</th>
<th>Activities for each unit</th>
<th>Features</th>
</tr>
</thead>
</table>
| Modules 1–3 | • Language activity  
• Vocabulary activity  
• Common European Framework linked activity  
• Language game | • Markbook—helps you to record and update your marks.  
• Bookmark—helps you to save your favourite activities.  
• Wordlist—helps you to create your own wordlists.  
• You can back up, restore and print out your Markbook, Bookmarks and Wordlists. You can also send saved files as emails.  
• For more information use the Help feature. |
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<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Language study</th>
<th>Vocabulary</th>
<th>Main skills</th>
</tr>
</thead>
</table>
| 1    | Living together | - Happy families (Britain’s biggest family)  
- A social experiment (living in an alternative community) | - Ellipsis and substitution | - Family relationships  
- Community organisation | - Reading: understanding gist; understanding vocabulary in context  
- Speaking: discussing cultural values and family relationships; discussing the aims of non-traditional living communities  
- Listening: identifying key information  
- Writing: an online advert |
| 2    | Talk talk | - World languages (Are fewer languages better?)  
- Language learning (attitudes to learning English and other foreign languages) | - Forming adjectives from verbs and nouns (adjective suffixes) | - Sensitive language (euphemisms) | - Reading: predicting; understanding main information and vocabulary in context  
- Speaking: evaluating the cultural and practical value of languages; using sensitive language and softeners to avoid offence  
- Listening: identifying key information  
- Pronunciation: sentence stress |
| 3    | Net value | - Is the Internet a good thing?  
- Are you addicted to email? (survey report) | - Using vague language | - Plural verbs: communication, Surveys | - Listening: understanding gist and key information; understanding vocabulary in context  
- Speaking: discussing the Internet; clarifying information and checking understanding; talking about email addictions; conducting a survey  
- Pronunciation: stress and weak forms  
- Reading: understanding key information  
- Writing: a survey report |
| 4    | Team spirit | - Team building  
- Are you a team player? | - Dependent prepositions | - World of work | - Reading: predicting information; checking key information and vocabulary in context  
- Speaking: discussing work practices and leadership styles; describing college- or work-related problems and giving advice  
- Listening: identifying key information; understanding vocabulary in context  
- Writing: a programme script |

5 **Review unit** pages 82-85  
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<table>
<thead>
<tr>
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<th>Activities for each unit</th>
<th>Features</th>
</tr>
</thead>
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- For more information use the Help feature. |
3. Ask the question and elicit the answer from the class (he is positive). Ask students to find key sentences/fragments in the interview that support this conclusion.
   - Students summarise David Weeks’ ideas. Remind them that only the main points should be included.

4. Students work in pairs. They compare their summaries and discuss possible improvements.
   - As a class, students decide which are the key points that need to be included. Build up a model summary on the board.

   **Possible answer**
   David Weeks is positive about eccentricity. His results show that eccentrics are healthier and require less medical help than other people. This is due to their optimistic outlook and a low level of stress because they don’t feel the need to conform. David Weeks thinks we can learn from their curiosity and their ability to hold on to their dreams.

5. Students give themselves a score (1–5) and then discuss the questions in pairs.
   - Students report back to the class.

**Vocabulary and speaking**

1. Students read the words and identify the main stress.

2. Students listen and check their answers in Ex 1.
   - Check that they can pronounce all the words correctly.

   **Answers**
   conventional, curious, gloomy, intelligent, mischievous, opinionated, rebellious, unorthodox

3. Students work in pairs. Encourage them to look back at the interview to see the words in context, and to use dictionaries to check their meaning.
   - Explain that some of the words may be either positive or negative depending on the context and the speaker’s interpretation.

   **Answers**
   conventional: usually negative when describing people; similar: ordinary, orthodox; opposite: unconventional, non-conformist
curious: usually positive; similar: inquisitive, questioning; opposite: indifferent
gloomy: negative; similar: miserable; opposite: cheerfulintelligent: positive; similar: clever, bright; opposite: dim, stupid
mischievous: usually positive (it is normally used affectionately); similar: playful; opposite: solemn, serious
opinionated: usually negative; similar: dogmatic, pig-headed; opposite: broad-minded

4. Look at the example with the class. You could give a further example by choosing a different adjective and describing yourself.
   - Students work in pairs and describe themselves.
   - Students report back to the class.

**Optional activity**

**Famous characters**
   - Students think of famous people, alive or dead, who can be described by each of the adjectives in Ex 1.
   - They can work individually or in pairs.
   - Read out each adjective in turn. Students say the names that they have thought of. You can ask them to justify their choices and invite others to agree or disagree.

5. Look at the sentences and check that students understand all the adjectives.
   - Students complete the sentences and then check by looking for the collocations in the text.

   **Answers**
   1. imagination 2. collector 3. side 4. traits
   5. outlook

6. To model the activity, give an example of your own for example: My nephew has a very vivid imagination. He’s always pretending to be someone from Lord of the Rings ...
   - Students work in pairs and describe people they know.
   - Ask some students to report back on a person described by their partner.

7. Students complete the task individually or in pairs.
   - Check answers with the class.

   **Answers**
   1. avid / keen collector
   2. fertile / overactive imagination
   3. gloomy / positive / serious outlook
   4. dark / feminine / sympathetic side
   5. unconventional traits

**Language study**

**Contrast**

**Note**
The aim of this language study is to review some of the more frequent contrastive discourse markers, focusing on their position in relation to the two ideas they are contrasting.
UNIT 1 BEHAVE!

1. Explain to students that they need to look for words / phrases that indicate a contrast between two different ideas.
   - Students underline the discourse markers.
   - Check the answers with the class.

   **Answers**
   a on the other hand  b but  c while  d however

2. Students complete the table, working either individually or in pairs.
   - Check the answers with the class.
   - Tell students to look back at the sentence with *on the other hand* in Ex 1. Ask: *Where else can we put this phrase?* (after *And*, after *tends* or at the end of the sentence). Do the same for *while* (after *In Great Britain*) and *however* (at the beginning or at the end of the sentence).

   **Answers**
<table>
<thead>
<tr>
<th>Must always go between the ideas they are contrasting</th>
<th>Can also go before the first idea they are contrasting</th>
<th>Can also go in various positions in the second sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>yet  but</td>
<td>while</td>
<td>however on the other hand</td>
</tr>
</tbody>
</table>

3. Elicit the answer to the question.
   - Refer students to the Grammar reference on page 26 if necessary.

   **Answer**
   To emphasise the contrast.

4. Look at the example. Ask: *What other word can we use instead of *yet*?* (*but*), *How can we use *even though* in a different position?* (Van Gogh sold only one painting in his lifetime, even though ...).
   - Point out to students that there are several ways of joining the sentences, but they are only required to use two for each item. Encourage them to use a range of discourse markers.
   - Check the answers with the class.
   - Ask: *What else do you know about any of the people in Exercise 4?* Discuss this with the class.

   **Possible answers**
   There are various possibilities. The following are the most likely.
   1 ... in popular music, *yet* he has been ...
   2 ... eight years old, *yet* he went on ...
   3 ... eight years old, *however*, he went on ...
   4 ... eight years old, he went on, *however*, to become ...

3. **Whereas** / **While**
   - most people ..., Nirvana front man Kurt Cobain ...
   - Even though most people ..., Nirvana front man Kurt Cobain ...
   - fame and fortune, *but* / *yet* Nirvana front man Kurt Cobain ...
   - fame and fortune. **However**, Nirvana front man Kurt Cobain ...
   - fame and fortune. Nirvana front man Kurt Cobain, **however**, ...

4. ... most subjects. **However**, he did, excel ... 
   - most subjects. He did, **however**, excel ...
   - most subjects. He did excel, **however**, in geometry ... 
   - most subjects. He did excel in geometry, **however**, ... 
   - **However** most subjects, but he did excel ...

5. **Even though**
   - Dali based his appearance ..., his paintings were ...
   - a century earlier, *but* / *yet* his paintings were ...
   - a century earlier. His paintings, however, were ...
   - anything but retrospective, however.

   **Answers**
   1 I did want to go, but it was just impossible.
   2 I do like them, but I've just listened to them too much.
   3 I did enjoy it, but I was glad to get home.
   4 I do agree I should do it more, but sometimes I just can't be bothered.
   5 We did like each other, but it just wasn't to be.
   6 I did feel for them, but there was nothing I could do to help.

6. Look at the example. Make it clear to the students that they can adapt information in the sentences to fit with their own situations.
   - Students work in pairs and tell each other about their own situations.
   - Ask some students to report back on one of the situations described by their partner.

**Are you a nonconformist?**

**Listening and speaking**

1. Students work in pairs and discuss the definition.
   - Compare their ideas with the Macmillan English Dictionary definition:
     - **nonconformist** /noun (count) someone who does not think or behave in the usual way
2

- Look at the photos with the class. Ask: Where do you think these people are from? What do you think they're like? Who do you think is the most conventional? Who is the most nonconformist?
- Students listen and complete the task.
- Check the answers with the class.

Answers
1. People live in many different ways, with different values, tastes and habits.
2. If you don't like spending time with other people, life will be very difficult. People don't like it if you don't follow the crowd.
3. People don't like you being different. They attack you and try to make you conform if you behave in an unusual or unconventional way.

Listening script 03
(T = Teacher; A = Alex; M = Mette; N = Natsuko)
T: Right, we're going to talk a bit about nonconformism. Er ... Alex, what about you? Are you a nonconformist? Do you follow society's rules for behaviour, dress and things like that, or don't you care what other people think of you?
A: Er, well, I suppose I'm quite conventional really. I don't think I deliberately try to be different for the sake of it. Sometimes I don't actually want to stand out. Probably because I'm too lazy. I think you have to have time to think about projecting an alternative image. You have to, er, work at being different. I'm not bothered about standing out from the crowd.
T: Is it difficult to be a nonconformist in Germany?
A: Well, it depends where you live. Germany's such a big country. If you live in a small village in the south, I don't think people perhaps are as tolerant about people being different. But I come from Berlin, so for me ...
M: Berlin? Great city!
A: Er, yeah ... Anyway, in a big city like Berlin there are lots of people from different countries, and lots of different lifestyles. There's no one norm that everyone follows, so it's harder to say what conformity and nonconformity is. On the whole, German people are quite individual and ...
M: That reminds me of a trip I took to, er, Berlin last year. I was just amazed, you know, how individual people were there. Everybody looked so different. In my town people all dress the same way.
T: So is there a lot of pressure to conform in Denmark, then, Mette?
M: Definitely. It's a small country and it's like, everybody thinks the same. People tend to do everything in groups. In kindergarten, you have to have the whole class to your birthday and then in school you have to do endless cooperative projects. If you don't like spending time with other people, you've had it, you don't fit in and er ...
N: Sorry to interrupt, but Denmark sounds a lot like Japan with the group ... er ... mentality, you know. We have a saying in Japanese – in English it's something like 'The nail that sticks out gets hammered down'. People don't like you being different. You're made to conform in school and at work.

A: I've never ... er ... been to Japan but I've seen some Japanese TV shows on TV in Germany. They're wild, there's just no limits to what people do on those shows. That doesn't fit with conformity.
M: And you look quite unconventional, don't you? You know, your clothes and ...
N: Wait a minute! Just because I like wearing unusual clothes doesn't mean I'm a non-conformist. In fact in Tokyo I don't look unconventional! All my friends dress like this. I think ...
A: And don't people in Japan ...
N: Just let me finish, please. I think nonconformism has more to do with personality and how you view other people.
M: Yeah, you have to be very tolerant towards other people and also be quite thick-skinned yourself ... To get back to what I was saying before, I like doing things by myself. I've always liked doing my own thing. I suppose other people would say I'm a loner. Some people say I'm stuck up. A lot of people don't like it if you don't follow the crowd. They feel threatened somehow.
T: Talking of threatening situations ...

3

- Students work in groups and discuss the questions.
- Ask the groups to report back to the class.

Vocabulary and pronunciation

Taking turns in a discussion

1
- Students listen to the discussion again and complete the six phrases.
- Play the CD again, pausing to check the answers.

Answers
1. Anyway, ... 2 reminds me of ...
3. to interrupt, but ... 4 a minute!
5. let me finish please. 6 back to what I was saying, ...

2
- Students put the phrases from Ex 1 into the table and then add the phrases in the box.
- Check the answers with the class.

Answers
Interrupting: That reminds me of ...
Sorry to interrupt, but ... Can I add something?
Preventing interruption: Wait a minute.
Just let me finish, please.
Before you comment, can I just ...
Can I finish what I was saying? Hang on!
Returning to a topic: To get back to what I was saying, ...
Where was I?
Changing the topic: By the way, ... Incidentally, ...
Speaking

1
- Look at the diagram. Explain that after adding two topics of their own, each group will discuss the five topics.
- Divide the class into groups of three or four. Ask them to agree on two topics of their choice to add to the diagram. Explain that the topics need to be in the form of statements which people could agree or disagree with.

2
- Students prepare for the discussion by thinking of reasons for and against the topics.

3
- In their groups, students discuss the topics for ten minutes. Encourage them to use some of the phrases from Vocabulary and pronunciation Ex 2 in the course of the discussion and when moving on to a new topic.
- Students report any interesting points from their discussions back to the class.

Optional activity

Opinions essay
- Students write an essay of about 200 words giving their opinion on one of the topics in the Speaking section. You could outline the following plan:
  - Introduce the argument (2 or 3 sentences).
  - Present and contrast the arguments for (4 or 5 sentences) and against (4 or 5 sentences).
  - Give your opinion (4 or 5 sentences).
  - Summarise and conclude the argument (2 or 3 sentences).
- Encourage the students to use the language of contrast (eg on the other hand, whereas, yet, nevertheless), opinion (eg as far as I’m concerned, in my opinion, I believe) and conclusion (eg in summary, to sum up, in conclusion).

Revision activity

Eccentrics quiz
- Read out the following incomplete sentences. Working individually or in teams, students decide what the missing information is and write it down.
- Check the answers with the class. Give one point for each correct answer. The student/team with the most correct answers is the winner.
1 Playwright Oscar Wilde was a familiar sight walking his favourite pet through the streets of London in the late 1800s. This favourite pet, however, was a ______.
2 The eccentric film producer Howard Hughes kept several ______ in his house on large salaries, yet he rarely saw them and usually refused to follow their advice.
3 Even though she has her own house, Argentinian Roxana Poms, spent the whole of 2005 living in a ______ she had built in a tree in her garden.

4 In 2006, Turkish student Sefa Boyar studied hard for his university entrance exam. He did so, however, not to help him pass the exam, but because he wanted to ______ as a protest against the university selection process.
5 Even though American oil tycoon H.L. Hunt had a $700 million fortune, he regularly used to steal his secretary’s ______.
6 American businessman Brian Hughes would regularly scatter jewels outside his favourite restaurant and watch passers-by pick them up. The jewels, however, were ______.
7 Whereas most people feel lucky if they find a five pound note in the street, a passer-by in Wales in 2006 grabbed £700 when a man shouting, ‘Who wants free money?’ threw ______ into the air.
8 Albert Einstein was offered the presidency of ______ in 1952, but he turned it down.

Answers
1 lobster 2 doctors 3 nest 4 answer all the questions incorrectly 5 lunch 6 fake 7 £20,000 8 Israel

Extra practice

Students complete the Extra practice material on page 22, either in class or for homework.

Extra practice answers
1 1 rebellious 2 conventional 3 gloomy
4 opinionated 5 curious 6 unorthodox
7 obsessive 8 mischievous 9 intelligent
10 nonconformist
Advice in shaded column: Be yourself
2 1 outlook 2 collector 3 traits 4 side
5 imagination
3 1 yet 2 whereas/while 3 whereas/while
4 However 5 while/whereas 6 Whereas/While
7 even though 8 nevertheless

References
Grammar reference: Coursebook page 26
Wordlist: Coursebook page 28
Photocopiable resources: Teacher’s Book pages 88–89
Test: Teacher’s Book pages 121–122

CD-ROM
Unit 1 Behave!
Listening activity: He’s not as normal as some
Vocabulary activity: TV preview – At home with the Hamptons
CEF-linked activity: I can take turns in a discussion
Game: Witch’s pot (adjectives to describe behavioural traits)
move is a five-level course for adults and young adults. It has a flexible modular approach with practical, everyday topics and plenty of practice and review material to build students’ confidence.

Each level of move contains:

- A Coursebook with three 15-hour modules and helpful practice and reference sections
- An interactive CD-ROM
- A Class CD set
- A comprehensive Teacher’s Book

This Teacher’s Book includes:

- An invaluable introduction to the course – showing how the core and optional material can be used in varied teaching contexts.
- Comprehensive teaching notes with answer keys, listening scripts, optional activities, background information, preparation and revision suggestions.
- Teaching tips with ideas for five-minute start and end of lesson activities, emergency lesson ideas, and suggestions for pair and group work.
- A photocopiable Common European Framework mapping section for teacher and student use with supporting notes.
- A resource section with photocopiable placement, unit and module tests; and 24 worksheets for discussion lessons and extra practice of language from the units.

COMMON EUROPEAN FRAMEWORK

A1 | A2 | B1 | B2 | C1 | C2