<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>Crossing the line</td>
<td>• Beckham 1, Ferguson 1 (Managing anger)</td>
<td>• Discussing sport</td>
<td>• Reading: ordering events</td>
</tr>
<tr>
<td></td>
<td>pages 66-69</td>
<td>• Famous olympic moments</td>
<td>• Sports events</td>
<td>• Speaking: responding to a text; presenting an argument</td>
</tr>
<tr>
<td>2</td>
<td>Is it art?</td>
<td>• Basher (Modern art)</td>
<td>• Qualifying adjectives: (very, absolutely and quite)</td>
<td>• Listening: identifying key information</td>
</tr>
<tr>
<td></td>
<td>pages 70-73</td>
<td>• Describing art</td>
<td>• Colours and shades</td>
<td>• Writing: an opinion letter</td>
</tr>
<tr>
<td>3</td>
<td>Fashion victims</td>
<td>• Hey, she’s wearing my clothes! (Interview with a designer)</td>
<td>• Linking ideas</td>
<td>• Listening: checking information</td>
</tr>
<tr>
<td></td>
<td>pages 74-77</td>
<td>• Confessions of a shopaholic</td>
<td>• The order of adjectives</td>
<td>• Reading: understanding opinions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Speaking: expressing opinions about art</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Pronunciation: giving opinions using intuition</td>
</tr>
<tr>
<td>4</td>
<td>Globetrotting</td>
<td>• Off the beaten track with David Abram (Travel writing)</td>
<td>• Verb + infinitive</td>
<td>• Reading: understanding main information in a text</td>
</tr>
<tr>
<td></td>
<td>pages 78-81</td>
<td>• Nightmare journeys</td>
<td>or –ing</td>
<td>• Speaking: discussing clothes and fashion; comparing responses to a survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Listening: extracting details from an interview</td>
</tr>
<tr>
<td>5</td>
<td>Review unit</td>
<td>• Verbs + infinitive or –ing</td>
<td>• Phrasal verbs:</td>
<td>• Reading: identifying particular information</td>
</tr>
<tr>
<td></td>
<td>pages 82-85</td>
<td></td>
<td>travel</td>
<td>• Listening: understanding key references</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Means of transport</td>
<td>• Speaking: telling a story about a nightmare journey</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Writing: a review about a place</td>
</tr>
</tbody>
</table>

- Extra practice pages 86–89
- Grammar reference and wordlist pages 90–92
- Listening scripts pages 94–95
- Communication activities pages 93, 96
- Use CD2 for listening activities in this module

**CD-ROM**

- Modules 1–3, Units 1–4

**Activities for each unit**
- Language activity
- Vocabulary activity
- Common European Framework linked activity
- Language game

**Features**
- 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.
1 Look at the chart showing how Rachel spends each
hour of her time in a typical week. Discuss the questions.

1 Does Rachel work, or is she a student?
2 What does she like doing most in her free time?
3 Is Rachel a sporty person, or more of a ‘couch potato’
   – always sitting in front of the TV?
4 Does she have any hobbies?
5 How is her lifestyle similar to and different from yours?

2 Draw a chart similar to Rachel’s. Include the activities in
Rachel’s chart and any other hobbies or activities that you do.

3 Work with a partner and discuss your charts. What do you like or dislike about your
typical week? How would you like it to be different?

1 You are going to read an article about Vladimir Kramnik, a world champion chess
player. Work with a partner and predict five ways that his life changed when he
became world champion.

2 Read the magazine article on page 3 and check your predictions.

3 Match these headings to the paragraphs in the text.

   a  Dealing with the media  d  Spending money
   b  Getting ready for a match  e  Starting my day
   c  Relaxing after a match

4 Are these statements about Vladimir true or false?
   1 Breakfast is an important meal for him. It helps to make him feel fresh.
   2 He doesn’t spend much money on himself.
   3 Now he’s champion he’s got more time during the day to practise.
   4 He feels that the best way to improve is by playing games with other people.
   5 He goes to bed late because he needs time to relax after a tournament.
5 Find words and phrases in the text which mean:
1 no value or reason (paragraph 1) ________________
2 pleasant and not too strong (paragraph 2) ________________
3 one after another (paragraph 3) ________________
4 the person you are playing against in a match (paragraph 4) ________________
5 a series of matches which shows who is the strongest player (paragraph 5) ________________
6 to begin to relax after a tense situation (paragraph 5) ________________

1 It's quite difficult for me to get up in the morning. I like to lie in bed for ten minutes and think of nothing – it's my favourite ten minutes of the day. I don't get out of bed much before noon. There's no point in having a proper breakfast, I sometimes have just a cup of coffee, as lunch is at three o'clock. It's two hours before I feel completely fresh.

2 I don't care much about money. I've been a millionaire since my world championship with Kasparov, but I live like an ordinary Russian citizen. I don't have any special hobbies, like buying designer clothes or Ferraris. I have one luxury. I like caviar. Who doesn't? But if you eat it daily, you don't appreciate its delicate taste, so I eat it every other day! I like having money, but mainly so that I can help my family.

A life in the day of ...

3 Since I became world champion, I get too many phone calls. Whether it's journalists or tournament organisers, it all takes time out of my day. A year ago I could read a book for two hours – now I don't even have two hours in a row free – more like 15 minutes. Everybody wants to speak to me. I've got four mobile phones, one that works around the world and three that work in Russia.

4 Being the world chess champion is a bit different from being the tennis champion. You don't need to practise chess to play well. It's more like scientific research. Preparation in chess is far more about thinking what your opponent will play. There are now more than two million chess games on the Internet. So I often study games and analyse them. I need to know what kind of openings and strategies my opponents are using.

5 I usually go to bed at 4 am. Almost all the chess players do. It's because chess tournaments don't finish until 10 pm. You can't go straight to bed after that. You need to unwind. You need to eat dinner, take a little walk and work on how to improve your game. Chess is intensive mental work. The last match I played against Kasparov went on for about a month, and I dreamt about chess every night. I was trying to solve chess problems in my dreams. Chess is like that.

Speaking

1 Work with a partner. Look at these words and numbers from the text and discuss the importance they have in Vladimir's life.

| the Internet | caviar | 4 am | noon | 10 mobile phone |

2 Would you like to lead a lifestyle like Vladimir's?

3 Make a list of six words or numbers that reflect your own lifestyle.

4 Work with a partner. Exchange lists and guess what your partner's lists describe. How accurate were your guesses?
**LANGUAGE STUDY**

**Routines and habits**

1. Look at these sentences. Which two describe routines and habits? Which tense is used to talk about routines and habits?
   a. I like to lie in my bed for ten minutes and think of nothing.
   b. I've been a millionaire since my world championship match.
   c. The last match I played went on for about a month.
   d. I don’t get out of bed much before noon.

2. We often add an adverb of frequency when we talk about routines and habits. Which word is the adverb of frequency in this sentence?
   *I sometimes have a cup of coffee.*

3. Adverbs of frequency usually come between the subject and the main verb (except with the verb *be* when they come after the verb). Find two more examples of this in paragraphs 4 and 5 of the text on page 3.

4. Some adverbs of frequency can also be put at the beginning or end of sentences. This changes the emphasis. Look at these sentences and complete the rules.
   - *Sometimes I work at weekends.*
   - *She speaks to me in French usually.*
   - *Often I don’t have time to eat breakfast.*
   - *Occasionally I wake up before seven o'clock.*
   - *I never work late in the evenings.*
   - *I am often too tired to cook when I get home.*
   - *He always checks his emails in the morning.*

   1. The words *sometimes*, __________, __________ and __________ can be found at the beginning or end of sentences.
   2. *Never* and __________ are not normally found at the beginning or end of sentences.

   *Grammar reference page 26*

5. Work with a partner. Make a list of adverbs of frequency and put them in order of frequency.

6. Add an adverb of frequency to these sentences so that they are true for you. Be honest!
   - Example: Between meals I eat snacks.
   - *Between meals I sometimes eat snacks.*
   - 1 I am calm before exams.
   - 2 I gossip about other people.
   - 3 I ask people before I borrow their things.
   - 4 I arrive at the station or bus stop with plenty of time before I catch trains or buses.
   - 5 I tell people when I notice that they have food in their teeth.
   - 6 I give up my seat for old people on public transport.
   - 7 I tell my friend when he/she looks bad in an outfit.
   - 8 I switch my mobile off before my English class.

**Speaking**

1. Work with a partner. Study the table and say six sentences about yourself.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Relative Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>go to the cinema</td>
<td>whenever possible</td>
</tr>
<tr>
<td>go on holiday</td>
<td>less than</td>
</tr>
<tr>
<td>read magazines</td>
<td>at least</td>
</tr>
<tr>
<td>do the cooking</td>
<td>about</td>
</tr>
<tr>
<td>use my mobile</td>
<td>more than</td>
</tr>
<tr>
<td>visit my relatives</td>
<td>three times</td>
</tr>
</tbody>
</table>

*Grammar reference page 26*
The lie-detector game

2 Write three sentences about your routines and habits. At least one of the statements must be true and at least one must be false. Try to think of unusual things that you do.

3 Work in groups. Take it in turns to ask questions about each person’s statements.
   Example:
   A: I go jogging at least four times a week.
   B: How many kilometres do you jog?
   A: About five.
   C: How long does it take?

4 For each person, guess which statements are true and which are false.

A new start

Listening and writing

1 Look at these pictures of a health farm. What do you think a health farm is? What do people do there? In what ways is it a ‘new start’?

2 Jenny is spending ten days at a health farm. She’s already been there for a week and she’s phoning her best friend Sarah to talk about her experience. Listen to the conversation and answer these questions.
   1 What’s her impression of the health farm?
   2 What time does she get up?
   3 What does she do before breakfast?
   4 What does she do before lunch?
   5 What does she eat for lunch?
   6 How does she describe her health?

3 Work with a partner. You are going to write a leaflet for a short course at a health farm. Plan your writing. Decide:
   • A name for your health farm and where it is
   • What the timetable is for each day
   • What food your guests eat
   • What exercise your guests do on the course
   • What activities the guests can and can’t do in their free time
   • Why the course is good for them
   • How much the course costs and how to contact you

4 Write your leaflet. Include the information in Ex 3.

5 Present the details of your course to the class. Vote for the best course.
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 teaching modules, each with four appealing units and a review unit.
- **A Class CD** set with a variety of carefully graded listening material.
- **Additional Coursebook resources** with 12 pages of extra practice, and helpful Grammar reference and Wordlist sections.
- **An interactive CD-ROM** with games, extra practice, and Common European Framework (CEF) linked activities.
- **A Teacher’s Book** with comprehensive notes, teaching tips, photocopiable test and resource material, full CEF mapping and student portfolio checklists.

**COMMON EUROPEAN FRAMEWORK**

A1 | A2 | B1 | B2 | C1 | C2

Use your Macmillan English Dictionary with this book.