

7 Personal qualities

7.1

Goal: describe qualities you need for different activities

Core language:

VOCABULARY Personal qualities
 Matching people to jobs and activities

A high achiever

READING

- 1 *Reading for main idea.* Focus learners on the picture and ask what they know or can guess about Carlos Acosta (e.g. age, what he does, how successful he is). Find out if learners have similar short, written interviews with interesting or famous people in newspapers in their countries. Learners read the interview and discuss the question in pairs. Feed back as a class. Check understanding of *principal*, *numerous*, *talent*; learners will probably ask about *in a nutshell* (= briefly).

Possible answers

interested in learning, talented, ambitious, successful, not arrogant

- 2 a *Reading for detail.* Remind learners that they can find lots of information about Carlos in the introduction to the interview. They read it again to find the facts and opinions. Let them compare with a partner before checking as a class.

Possible answers

Facts:

- He is from Cuba.
- He has travelled all over the world.
- He has danced for ballet companies in Cuba (as principal) and England.
- He has won lots of international prizes.
- His father went to jail.
- He wanted to be a footballer as a child.

Opinions:

- He thinks art is important and should get more support from the government and the public.
- He thinks people should do what makes them happy, because life is special.
- He thinks he isn't good at art.
- He thinks he's good at music and sport.

- b *Books closed.* Learners compare their ideas with a partner.

WRITING AND SPEAKING

- 3 *Preparation.* Tell learners to imagine they are a well-known person and have been asked to complete the interview questions. Give them plenty of time to complete the sentences with their own ideas. Walk round and help as necessary.
- 4 a *Speaking: Personalisation.* Learners go through the questions, taking turns to say their sentences and to respond, e.g. by asking questions to find out more information. Monitor and feed back to individual learners on any errors that impede communication.

- b *Round-up.* Let every learner say one surprising thing about their partner. If time, encourage the class to respond and find out more.

Alternative: Milling

After learners have prepared their interviews, divide the interview questions up between the class. Tell learners to walk round and speak to as many people as they can within the time limit you set (five or six minutes should be plenty). Tell them that they will tell the class about the most interesting or surprising answers at the end, so they may need to take notes. When the time is up, learners take turns to tell the class what they discovered about people in the class.

It's the kind of job that ...

VOCABULARY Personal qualities

- 1 a *Focus on expressions.* Learners quickly look at the quotes about success and try to work out what they mean from the surrounding context. Go through them with the class and check pronunciation of *discipline* /'dɪsəplɪn/ and *initiative* /ɪ'nɪʃɪətɪv/. Then learners discuss their opinions, giving reasons for their ideas. Feed back as a class.

Optional extra: Language of agreeing and disagreeing

Remind learners of the language for expressing opinions covered in Unit 2 (e.g. *I'd say ...; I reckon ...; Some people say ...; There's no point / harm in ...*). Also remind them of the pattern: *It's + adjective + to* to express an opinion (see Unit 5). In addition, it would be a good moment to revise the language of agreement and disagreement, e.g. *I (completely/ totally) agree/disagree with that. I think that's true / I don't think that's true at all.*

- b *Preparation.* Ask the class what personal qualities you need in the army (e.g. you need to have discipline and initiative (to make important decisions when things go wrong) and you probably need to have confidence in your abilities). When learners offer ideas, ask them why and encourage them to give reasons. Learners then continue in pairs, or individually before comparing with a partner.
- c *Discussion.* Learners talk in groups about their ideas, or you could do this as a class discussion.



You could use photocopiable activity 7A on the Teacher's DVD-ROM at this point.

LISTENING

- 2 *Listening for main idea.* Focus learners on the picture of Anne and ask the class what they can guess about her from the picture (in contrast to Carlos). Then play recording 2.13. Learners put the topics in order. Feed back as a class.

motivation, body shape, competition, disappointment

- 3 *Listening for detail.* Learners read through the list of points. Check understanding of *be pushed* (= made to do something (that you don't necessarily want to do))

and *be skinny* (= be thin). Play recording **2.13** again. Learners tick the things Anne says are important. They compare with a partner before checking as a class.

1, 3, 5, 6, 7

Alternative

Learners discuss the answers before listening again. They may have grasped enough of the listening to do this from memory, or they can predict on the basis of world knowledge and opinion.

- 4  Learners could talk about these two points from Anne's interview in groups or as a class.

Speaking note: 'Quiet' learners (see Unit 1, p23)

By this stage in the course, learners who were reticent or under-confident in expressing their opinions in front of others will hopefully have gained enough confidence to participate in class discussions. Encourage quieter learners to contribute, but don't push learners to speak in front of the class if they're clearly uncomfortable.

VOCABULARY Matching people to jobs and activities

- 5  Look at the first sentence with the class and elicit some ideas, e.g. a novelist or actor. Learners continue in groups, making a list for each sentence. Feed back as a class.
- 6  *Preparation.* If some of your learners don't work, tell them to write about the job of someone they know well, a job they've done or a job they'd like to do one day. Remind learners to use language from both vocabulary sections. Walk round and help as necessary while learners are writing.

SPEAKING

- 7 **a**  /  *Describing.* Learners take turns to describe the job they've written about. They listen to each job in turn and discuss who would be best suited to it in their group. Monitor and note learners' use of the new language.
- b** *Round-up.* Each group feeds back to the class on the person they chose and why.

7.2

Goals: describe personality
make comparisons

Core language:

VOCABULARY	Personality
GRAMMAR	Comparing
PRONUNCIATION	Contrastive stress

A great character

READING

- 1  /  *Pre-reading discussion.* The discussion questions introduce the topic of keeping pets. Learners may have strong (contrasting) opinions about this, so this could make for a lively class discussion.
- 2 **a**  Focus learners on the picture and get learners' responses to the pet and its owner, e.g. *Do they look alike? Can you guess what the owner is like from the picture? What about the pet?* Learners read the statements and decide whether they're true or false. Don't check the answers, as this will pre-empt **b**.
- b** *Reading for main idea.* Learners read the article and check their ideas in **a**. They compare in pairs. Then check as a class.

1 true 2 false 3 true

- 3  /  *Speaking.* Learners talk in pairs or groups. Make sure pet owners are divided among the groups. Ask one or two learners for their examples.

LISTENING

- 4  Learners match the pictures with the animals. Check as a class. Ask learners if they can guess what kind of personality any of the animals might have. Find out if anyone has one of these animals and what they're like. This will set the context for the listening.

A a hamster B a goldfish C a lizard
D a dog E a parrot

- 5 **a** *Listening for main idea.* Set the context, then play recording **2.14**. Learners match the owners with the pets. They compare with a partner, then check the answers.

1 B 2 C 3 E 4 D 5 A

Alternative for weaker groups

Pre-teach the personality words and expressions (see **5c** for a list). Then play recording **2.14** and continue as in **5b**.

- b** *Listening for detail.* Play recording **2.14** again, stopping after each monologue so learners can discuss the personalities in pairs. Don't go through the answers, as learners will check their own in **c**.

- 1 *It's not clear if the woman is like her goldfish. She says she's happier because of him, though.*
- 2 *Tim is unusual, like his lizard. He's calm, so his lizard tends to be calm too.*
- 3 *The woman who owns the parrots says she's eccentric and unusual, like her parrots. She shares different qualities with her parrots, e.g. a sense of humour, a love of people and a tendency to show off.*
- 4 *The dog owner says they're both quite grumpy, not very tolerant and love their food.*
- 5 *The hamster owner says they're both nice!*

- c Learners check their ideas in the script. In feedback, check understanding of the personality words and expressions. Draw up two lists on the board, discuss meaning and check pronunciation.

Adjectives: *unusual, calm, eccentric, grumpy, fussy, tolerant, nice, strange*

Expressions: *a little bit of a show-off, an absolute lunatic, have a great sense of humour*

Optional extra: Vocabulary expansion

These scripts are very rich in descriptive language, and although some of it is quite specific, learners may ask for clarification. Go through these expressions fairly quickly, explaining them or asking learners in the class to explain what they know to each other: *swirl around, aquarium, reptile, sits on his knee, feathered friends, bob my head, traits, like our own bit of space, wagging his tail.*

An alternative approach is to ask each learner to choose five words or expressions they don't know from the scripts. Tell them to underline the key word if it's an expression, e.g. *swirl, feathered* or *bob*, and to look them up. Walk round and help if learners are having trouble working out the meaning. Then learners explain their words and expressions in groups. This shouldn't take too long, as they will almost certainly have chosen some of the same words.

VOCABULARY Personality

- 6 a Look at the three sets of expressions describing personality with the class and point out that they are all possible and frequently go together. Check understanding of *difficult, miserable, bright* and *charming* and draw attention to the use of *guy* in informal speech. Pairs then try to remember which adjective is used with the nouns 1–3 in the listening. They check their ideas in the script.

1 *a great character* 2 *a calm person* 3 *a nice guy*

- b Learners discuss the possibilities and complete the sentences in pairs.

Possible answers

- 1 *My boss is a difficult character.*
- 2 *She's a very interesting person.*
- 3 *My new assistant is a bright guy.*
- 4 *That teacher is such a miserable character.*
- 5 *The new managing director is a strange person.*
- 6 *He's such a charming guy.*

SPEAKING

- 7 a *Preparation.* Give learners time to come up with some ideas and to make notes if they want to. Walk round and prompt learners if they need ideas.

- b Learners talk about people they know in groups. Encourage them to ask follow-up questions. Monitor and check use of the new language.

Round-up. Ask a few learners to tell the class about someone interesting they or someone in their group know.

Similarity and difference

GRAMMAR Comparing

- 1 a Learners will be very familiar with the scripts by now and they should also be familiar with a lot of the words in the grey boxes, so they should be able to have a go at completing the sentences individually. Walk round and see how they're doing. Then let them compare with a partner before checking their answers in the script. You can deal with any problems in b.

2 *a little* 3 *far* 4 *slightly* 5 *not quite* 6 *just*

- b Give learners a moment to do the matching individually or in pairs before doing this with the class. Check understanding of *far, slightly* and *marginally*. Model the pronunciation of the sentences, reminding learners of the weak forms in *than* and *as ... as*.

1 *B, C* 2 *A* 3 *D*

Note: Grammar practice

You could do the grammar practice on p139 at this point.



You could use photocopiable activity 7B on the Teacher's DVD-ROM at this point.

PRONUNCIATION Contrastive stress

- 2 a Play recording 2.15 or say the sentence, emphasising the two contrasting words and showing how this makes the meaning clear. Learners repeat the sentence after you or the recording.
- b Learners say the sentences to each other to work out which words express contrasting ideas. Point out that 1 and 3 contrast two words, as in the example, but that in sentence 2, there are two sets of contrasting words (so four in total). Walk round and monitor progress, but don't check the answers yet.
- c Play recording 2.16 (or say the sentences) one by one so learners can check and repeat.

- 1 *Tim's generally a calm person, so she tends to be calm now too.*
- 2 *I enjoy my food just as much as he enjoys his.*
- 3 *If their owner gets stressed, then they get stressed too.*

- 3 *Writing: A descriptive paragraph.* Demonstrate the idea here by telling learners about someone you know well. Give learners plenty of time to choose someone they're close to and to write a short paragraph about them. Walk round and help as necessary.

SPEAKING

- 4 a *Speaking.* Learners take turns to describe their person and to respond by asking questions. Monitor and take a note of good and incorrect language use for a feedback session later.
- b Learners talk in groups or as a class.
- Round-up.* Ask a few people who they'd most like to meet and why.

- b *Focus on form.* Give learners a moment to look at the patterns with a partner, then check as a class. If possible, project the sentences onto a board or screen and highlight the verbs, nouns or comparative adjectives (or ask a learner to come up and highlight the verbs first and then the nouns).

+ verb: 3, 5, 7
 + noun: 1, 2, 6
 + comparative adjective: 4

7.3 Target activity

Goals: describe personality
 say how a person has influenced you

Core language:

TASK VOCABULARY	Describing someone's influence
7.1 VOCABULARY	Personal qualities
7.1 VOCABULARY	Matching people to jobs and activities
7.2 VOCABULARY	Personality
7.2 GRAMMAR	Comparing

Talk about people who have influenced you

TASK LISTENING

- 1 / Check learners understand *role model* and *be influenced by someone*. Then learners discuss the questions about role models together. In feedback, ask several learners to tell the class about their role models and get different opinions about role models in learners' countries and who they think role models should be (which may be the same or not).
- 2 a Focus learners on the picture of Tara, then play recording 2.17. Learners compare ideas, then check as a class.

Her physics teacher and her best friend at high school

Alternative

While learners are comparing ideas about 2a, they recap any details they can remember of how the two people influenced Tara. This will help when they listen again in 2b.

- b Play recording 2.17 again for learners to make notes of the way both people influenced Tara. Direct them to the script to check their ideas.

TASK VOCABULARY Describing someone's influence

- 3 a Learners read the sentences and discuss who Tara is talking about: her teacher or her friend. Feed back as a class, and check understanding and pronunciation of all the expressions, giving learners an opportunity to practise saying them.

1 friend 2 teacher 3 friend 4 friend 5 teacher
 6 teacher 7 teacher

TASK

- 4 a *Preparation: Ideas.* Look at the list of possible role models and the diagram, and encourage learners to think about role models at different times of their lives, including the present.
- b *Preparation: Language.* Give learners time to prepare what they want to say about the different people. Walk round and help as necessary and encourage learners to use language from previous lessons in the unit to express their ideas.
- 5 a *Speaking.* Monitor while learners are talking and take a note of any problems for a feedback session later. Remind them to respond to each other to show they are listening and to ask follow-up questions to find out more about each other's role models.
- b *Round-up.* Learners discuss the biggest influences on their lives together. In feedback, ask learners from different groups to tell the class about the role models in their peers' lives.

7 Explore

Across cultures: Roles in life

Goal: raise awareness of different cultural viewpoints on roles and responsibilities

Core language:

VOCABULARY Roles and opinions

LISTENING

- 1 a *Listening for main idea.* Focus on the pictures and elicit the different roles from the class. Look through the list of roles with the class, then play recording 2.18. Learners compare their ideas with a partner. Then check as a class. Check understanding of *retire(d)* and *retirement*, *struggled (to do something)*, *family ties* and *to support somebody* or *be supported by somebody*. Hayes uses the colloquial expression *(not such) a big thing (for me)* twice. Point out that this is a colloquial way to refer to something that is important for you.

A: friend, father, son, colleague
 H: businesswoman

- b *Listening for detail.* Learners read through the questions. Give them a few minutes to think about the answers before they listen again. Then play recording 2.18 again. Check as a class.

- 1 *'Hi, I'm Hayes, website designer'; to start a conversation*
- 2 *He doesn't know what to do with himself.*
- 3 *They're expected to look after their parents when they're old.*
- 4 *Because he doesn't have a job.*

- c  /  Learners compare their attitudes to those of Hayes and Alex. In feedback, find out who most learners identified with and why.
- 2  /  If you can, project the first three questions onto the board so learners can talk about them in pairs or groups. Get some feedback about learners' discussions, then project the questions on family roles onto the board and do the same. This will break up the discussion and give it more focus.

Alternative: Multicultural groups

Divide the class into As and Bs and tell As to discuss work roles (in pairs or groups) and Bs to discuss family roles (in pairs or groups). When they're ready, rearrange learners into A/B pairs (or groups) to explain how people in their first group answered the questions and to find out if the situation is the same or different in their new partners' countries. Get feedback from several learners at the end.

VOCABULARY Roles and opinions

- 3 *Focus on expressions.* Check that learners understand the two categories that they are being asked to differentiate, then do the activity with the class, checking any problems as you go along.

- 1, 3, 4, 5 are about roles.
 2, 6, 7 are about opinions.

SPEAKING

- 4 a *Preparation.* Give learners a moment to think about how they see themselves and their different roles. Point out that their roles may have changed and that they can talk about this, too.
- b  *Discussion.* Learners discuss their respective roles in groups. Monitor and see whether learners make use of the new language in their discussions. In feedback, find out if learners shared similar or very different roles and why.
- 5  *Discussion.* Focus learners on the list of roles and check understanding of *househusband*. Learners discuss their ideas.

Round-up. Ask several learners to report back on what people in their groups talked about. Get some opinions on each role from different people in the class and ask what learners know about perceptions of these roles in different parts of the world.

Explore writing

Goals: compare and contrast two alternatives
 organise ideas 1

Core language:

Linking expressions for organising ideas in writing

- 1 Introduce the topic with the discussion questions. Find out what learners think are important features in hotels and why.
- 2  Focus learners on the picture of the hotel at the bottom of the page and ask them if they would like to stay there. Ensure learners understand the context outlined in the rubric, then draw attention to Katherine's list of pros and cons for each hotel. Learners read Mauro's email and complete the list in pairs.

Possible venues	Pros	Cons
The Excelsior	more facilities, bigger, shopping arcade, lots of places to eat, café with Wi-Fi access, good discounts	a bit impersonal
The Hotel Arts	good food, large conference room, beautiful to look at, cheaper	smaller, business centre not so well equipped, fewer places to eat

- 3 *Focus on linking expressions.* Focus learners on the expressions, then let them categorise the expressions and underline relevant information in pairs. Check as a class.

a *on top of that, there are plenty of places to eat as well as a more formal dining room and a café with Wi-Fi access*

b *however, although (x2), whereas*
They're lovely and would both be fine. However, there are some differences
Although we'll probably be working too hard to use the swimming pools and tennis courts, some people might appreciate the shopping arcade.
The business centre isn't quite as well-equipped, though I think it would be sufficient for our needs.
it might feel rather impersonal, whereas the Arts feels a bit more special.

c *on balance*

- 4 Learners read through the email first, then use the linking expressions to complete the sentences. Check as a class.

1 *On balance* 2 *as well as* 3 *although / though*
 4 *whereas* 5 *However*

- 5 a  *Preparation.* Focus on the context with the class and find out if anyone has experience of doing this sort of work. Draw attention to the information at the back of the book. Learners prepare their ideas in groups.
- b  *Writing.* Learners write their emails using Mauro's email as a model. Walk round and help as necessary.

Note: Planning

Tell learners to plan their emails by making a list of pros and cons, as Katherine did. This will help them to see how to use the linking expressions in joining their ideas together.

- 6 *Round-up.* Learners exchange emails and read other people's. Find out which hotel most learners preferred and why.

7 Look again**Review****VOCABULARY Personality**

- 1 a Write *m_s_r_bl_* on the board and elicit the missing vowels from the class. Learners continue alone before comparing with a partner.

1 *miserable* 2 *charming* 3 *calm* 4 *great*
 5 *bright* 6 *difficult* 7 *interesting* 8 *strange*

Alternative

Books closed. Write *msrbl* on the board as above. Do this as a competition. Then write the incomplete words in 2–8 on the board one at a time and tell pairs to guess the word as quickly as possible by discussing with a partner and putting up a hand as soon as they know the word. Give a point to the first pair to guess correctly and give them another point if they can spell out the word correctly.

- b Play the first description or tell the class one of your own and ask learners to say someone the descriptions might describe. Then play recording 2.19. Stop after each one so learners can think and write down names.
 c  *Speaking.* Learners talk together about the people they wrote down.

GRAMMAR Comparing

- 2 a Quickly answer the questions with the class to remind learners of these expressions.

1 *much, far, a lot, not nearly*
 2 *a little, slightly, a bit, marginally, not quite, almost*
 3 *just*

- b *Writing sentences.* Give learners a moment to compare two people who are famous in their countries or around the world. Then they write sentences comparing them. Walk round and help as necessary.
 c *Speaking.* Learners discuss their sentences.

CAN YOU REMEMBER? Unit 6 – Multi-word verbs

- 3 a Learners try to complete the sentences individually, before comparing with a partner. Check as a class, or tell learners to go back to the previous unit and check their own answers.

1 *go over* 2 *saved up* 3 *keep to* 4 *shut down*
 5 *plugged in* 6 *switched off*

- b  *Personalisation.* Learners rewrite the sentences to make them true for them.
 *Speaking.* They then compare their answers and decide who is more careful. Find out who is careful in the class and ask for examples.

Extension**SPELLING AND SOUNDS /i:/**

- 4 a Write /i:/ on the board and elicit the sound from the class. Then play recording 2.20 or say the words while learners underline the /i:/ sound.

creature, meet, reason, easy, complete, believe, each, between, knee, these, teacher, colleague, employee, seen, agree, field, receive

- b  Focus learners on the spelling patterns. In pairs, they match the patterns to the words in a.

1 *complete, these*
 2 *creature, reason, easy, each, teacher, colleague*
 3 *meet, between, knee, employee, seen, agree*
 4 *believe, field, receive*

- c  *Spellcheck.* Learners choose ten words and take turns to say their words to a partner and test each other.

NOTICE Comparing with like, alike

- 5 a Learners complete the sentences in pairs or individually before comparing with a partner.

1 *like* 2 *like* 3 *like* 4 *alike*

- b Learners read to check.
 c Learners do the matching in pairs.

a 3 b 2 c 4 d 1

- d *Speaking.* Learners discuss the questions. Get feedback from several learners.



You could use photocopiable activity 7C on the Teacher's DVD-ROM at this point.

Self-assessment

Go through the list of goals, eliciting language from the unit for each one. You may need to remind learners of the contexts for the goals and let them look back through the unit if necessary. Then they circle the appropriate number for each goal. Walk round while they are doing this and talk to learners about their progress. Remind learners about the extra practice opportunities under the box, and ask where they can find things.

Unit 7 Extra activities on the Teacher's DVD-ROM

Printable worksheets, activity instructions and answer keys are on your Teacher's DVD-ROM.

7A It's the kind of job that ...

Crossword B

7A It's the kind of job that ...

Crossword A

Work with a partner to write clues to describe the jobs in your crossword.
EXAMPLE: 7 Down You have to have the discipline to get up very early every morning. It's the sort of job that means you can't really have a holiday. You need to be someone who is physically very fit.

Useful language

You have to (have/be) is something that ...
You can't be is the kind of job that ...
You have to/need to be someone who/that is the sort of thing that ...
... the kind/sort of person who/that ...	

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7B Either ... or ...

Reading the book OR Watching the film	Going to the cinema OR Watching a DVD at home	Chatting online OR Chatting over a coffee
Hiking in the mountains OR Sightseeing in a famous city	Keeping to a budget OR Spending on a credit card	Making plans OR Being spontaneous
Making new friends OR Old friends are the best	Read the instructions OR Work it out yourself	Live to work OR Work to live

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7C Review game 2

7C Review game 1

What is the name of the city destroyed by an earthquake in AD 79?	Name four cities destroyed by earthquakes in AD 79.	What is the name of the city destroyed by an earthquake in 1972?	Name four cities destroyed by earthquakes in 1972.	What did Bruce Lee do in 1971?	Where is the capital of the state of California?
What is the name of the city destroyed by an earthquake in AD 79?	Name four cities destroyed by earthquakes in AD 79.	What is the name of the city destroyed by an earthquake in 1972?	Name four cities destroyed by earthquakes in 1972.	What did Bruce Lee do in 1971?	Where is the capital of the state of California?

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7A It's the kind of job that ...

Activity type: Vocabulary and speaking
– Half a crossword – Pairs/Groups

Aim: To practise describing personal qualities and identifying people and things

Language: Personal qualities / Identifying qualities for different activities – Use at any point from 7.1.

Preparation: Make enough copies of Crosswords A and B so that half the learners get a copy of Crossword A and half get a copy of Crossword B.

Time: 45 minutes

7B Either ... or ...

Activity type: Grammar and speaking
– Discussion activity – Groups

Aim: To practise comparing things

Language: Comparing – Use at any point from 7.2.

Preparation: Make one copy of the worksheet for every four learners. Cut up each worksheet to make a set of 12 Picture cards.

Time: 30 minutes

7C Review game

Activity type: Vocabulary, speaking, grammar, spelling and pronunciation – Dice game – Groups

Aim: To review language from Units 1–7

Language: Various language taken from across Units 1–7 – Use after Unit 7.

Preparation: Make one copy of both worksheets for every four or five learners and cut them up to make a set of 60 cards. Separate the cards into the six categories. You will also need a die for each group.

Time: 40 minutes

Unit 7 Self-study Pack

In the Workbook

Unit 7 of the *English Unlimited Intermediate Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the Interview video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Personal qualities; Identifying qualities for different activities; Personality; Describing someone's influence; Roles and opinions
- **Grammar:** Comparing
- **My English:** Speaking in a foreign language
- **Explore reading:** Personality and behaviour
- **Interview:** Have you got what it takes? – Raquel and Valerie

On the DVD-ROM

Unit 7 of the *English Unlimited Intermediate Self-study DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and grammar:** Extra practice activities
- **Pronunciation:** Contrastive stress
- **Explore speaking:** *must, must have*
- **Explore listening:** A job interview
- **Video:** Have you got what it takes?