

**The solutions for
these teachers –
use move!**

**continuous
enrolment**

Each module is self-standing, so it doesn't matter which module you start from

**long courses with
only a few number
of lessons a week**

Teach all three modules
give the Extra practice for
homework + CD-ROM + end
of module test + 6 hours
Teacher's resources

**traditional school
year with printed,
electronic resources
and fun material**

3 modules, Teacher's Book
Resources, extra practice
in class, CD-ROM lesson,
end of unit tests, end
of module tests

**fast university
semesters**

3 modules +
CD-ROM self-access

**intensive summer
short courses**

Teach 2 modules and the
students can have some extra
practice with the CD-ROM

move



Move Pre-intermediate

I405086149 – Coursebook with CD-ROM

I405003162 – Teacher's Book

I405003189 – Class Audio CDs(2)



move



Move Intermediate

I405086165 – Coursebook with CD-ROM

I405003294 – Teacher's Book

I405003316 – Class Audio CDs(2)



move



Move Upper Intermediate

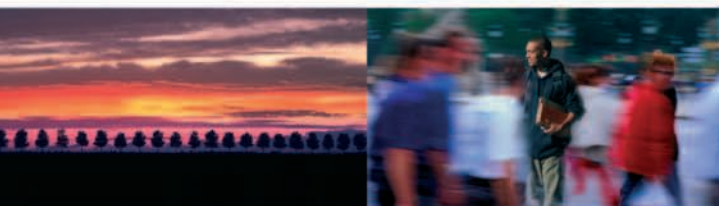
I405086181 – Coursebook with CD-ROM

I405003421 – Teacher's Book

I405003448 – Audio CDs(2)

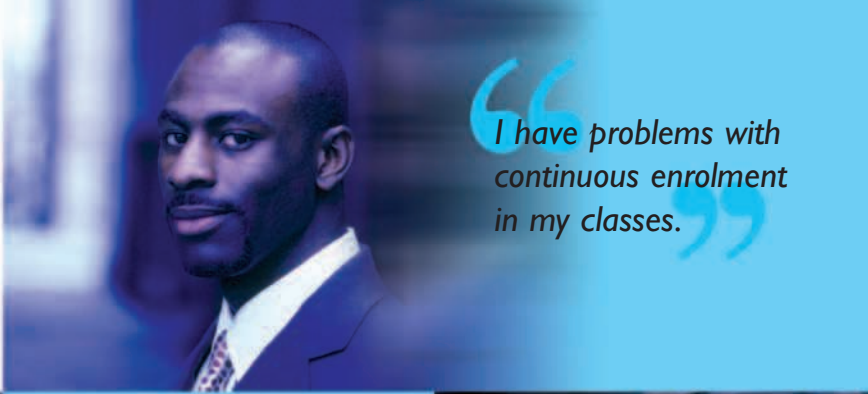


move



YOU CAN teach your students the English they want to learn


MACMILLAN



“I have problems with continuous enrolment in my classes.”



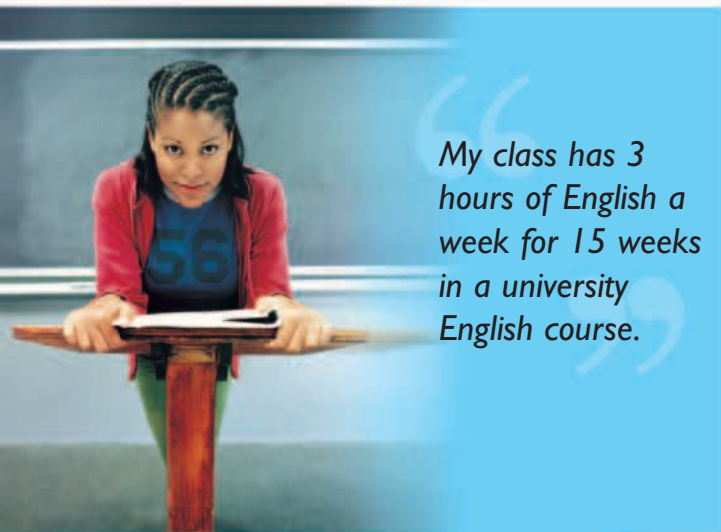
“My university class has 2 hours of English a week for 33 weeks of the year.”



“I teach English in two semesters a year and have about 100 lessons to teach.”

move

provides solutions for all of these teachers



“My class has 3 hours of English a week for 15 weeks in a university English course.”

YOU CAN teach your students the English they want to learn

“I’m a summer school teacher. My adult students need a 15-hour course for two weeks, they can also use the computers at school.”




MACMILLAN

move

Move is ideal for:

- ➔ Short intensive courses
- ➔ Long courses with fewer teaching hours

Move contains:

- ➔ Three modules at Pre-Intermediate, Intermediate and Upper Intermediate level
- ➔ Fifteen teaching hours of topic-based material in each module

Need more?

Move can be extended by the

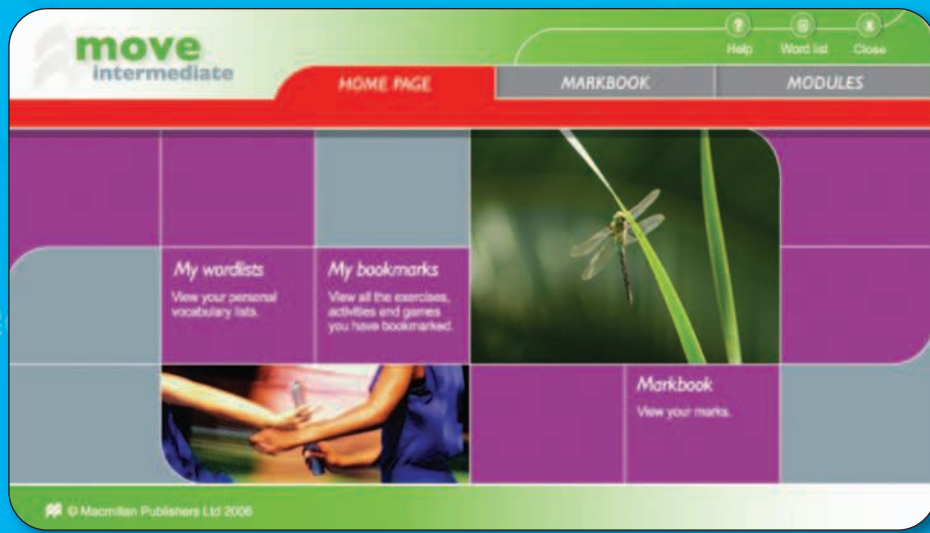
- ➔ Extra practice activities in the **Coursebook**
- ➔ Interactive **language** and **vocabulary tasks** on the **CD-ROM**
- ➔ Photocopiable **discussions** and **communication games** in the **Teacher's Book**



Move is unique and allows extra self testing and assessment throughout the course.

Features include:

- ✓ Review units at the end of each module to help students to revise what they have learnt and to check their progress
- ✓ Integrated extra practice provides further support
- ✓ Photocopiable placement tests, end of unit tests and end of module tests within the Teacher's Book provide a comprehensive and easy to mark progress tests



The move CD-ROMs offer an extra dimension to an already flexible and versatile course.

Each CD-ROM contains:

- ✓ extra grammar and vocabulary **practice** for each unit
- ✓ activities linked to the **Common European Framework**
- ✓ entertaining and useful interactive language **games**
- ➔ The CD-ROMs **markbook** is an invaluable record of students' work and progress. It can be copied and printed out
- ➔ Students can **bookmark** their favourite activities
- ➔ Students can create their own personalised **wordlists**

Common European Framework

- ✓ Each unit states clear learning aims in “Can do” statements
- ✓ Learners can check their own improvement and progress with self-assessment checklists
- ✓ The self-access **CD-ROM** contains activities and games based on the **Common European Framework**
- ✓ The **Teacher’s Book** maps activities to the **Common European Framework**

Learning aims summarise the lesson in "Can do" statements

Language study activities encourage learners to discover language as they learn

A **Lead-in** discussion task introduces the topic building on students' personal experience

Integrated listening tasks are carefully graded

2 Neighbours

LEARNING AIMS

- Can understand degrees of politeness and formality
- Can describe antisocial behaviour
- Can resolve disputes

Lead-in

3 Work with a partner and describe your neighbours. Include this information:

- Where they are
- What they do
- How you get on with them
- Whether you've ever had any problems with them

Neighbours from hell

3 You are going to listen to a news item from a local radio station in Brighton. Match these words from the news item to the definitions.

1 use a period of time instead of prison when your behaviour is checked

2 accused b possible or likely

3 swear c annoying or unpleasant behaviour towards someone

4 overreacted d use deliberately offensive or unpleasant language

5 harassment e make a legal claim against someone

6 potential f decision by a court that someone is guilty of a crime

7 probation g thinking about something all the time in a way that others consider extreme

2 Work with a partner. Look at the photo and the words in Ex 1. Predict what you think the news story will be about.

3 Listen to the story and check your predictions.

4 Listen again and tick what Mr Rogers did to the Thomases

1 Swear at their guests

2 Threw old furniture into their garden

3 Broke their bicycle

4 Threw bits of wood at their windows

5 Sang insulting songs

5 Answer these questions.

1 Why did Mr Rogers start this 'campaign of hate'?

2 What happened in December?

3 What information do the Thomases have to give to potential buyers of their house?

4 What are the Thomases planning to do if they lose money on the sale of their house?

6 Work in a small group and discuss these questions.

1 The news item tells us the Thomases' version of events. What do you think Mr Rogers' side of the story is?

2 How do you think the Thomases could have avoided this problem?

3 How would you resolve this problem so that both sides are happy?

A double-page **Grammar reference** section provides detailed information on each grammar point covered in the module

Useful, interesting points are highlighted in **Note** boxes

LANGUAGE STUDY

Degrees of politeness and formality

1 Look at these requests. Which one is the most polite and formal? Which one is the most informal? Can you move your car? Could you move your car? I was wondering if you could move your car.

2 Look at the examples in Ex 1 again. When we want to be more polite or formal do we use present tense verb forms or past tense verb forms?

3 If we want to be particularly polite or formal we can use an introductory phrase, and sometimes this changes the word order of the rest of the sentence. What is the introductory phrase in the examples in Ex 1?

4 Compare these sentences. Which sentence is more sensitive? I'm very sorry, but one of our guests parked in front of your house. One of our guests parked in front of your house.

NOTE

It's important to be polite, but if you are too formal with friends, people may think you are being unfriendly or rude.

5 Work with a partner. Look at these questions and statements. Which have the most and least polite / formal / informal sounds? Discuss your ideas.

1 a I wondered if you would turn the music down.
b Will you turn the music down?
c Would you turn the music down?

2 a Can you explain why you are so angry?
b Could you explain why you are so angry?
c I was wondering if you could explain why you are so angry?

3 a I'd be very grateful if you'd stop shouting, please.
b I'd like you to stop shouting, please.
c Will you stop shouting, please?

4 a Would you mind if I organised a party?
b Do you mind if I organise a party?
c Can't organise a party?

5 a Is it alright if I invite some friends round?
b I wonder if you would mind if I invited some friends round.
c Would you mind if I invited some friends round?

6 What would you say in each situation? Discuss your ideas. If:

1 you fell late in the classroom and the teacher was near the window
2 you saw a ten-year-old boy swearing at an old lady / man
3 you had a headache and your normally friendly neighbour was playing his electric guitar loudly
4 you were annoyed because a stranger wanted to tell you their life story on the bus

7 Complete these sentences with the phrases in the box. Sometimes there is more than one possible answer.

I apologise for (—ing) I'm afraid that I'm sorry, but Well, actually

1 I can't come this evening.
2 I'm going to sing you last night.
3 I haven't been able to finish/ding up.
4 now I'm going to my party.
5 I have an appointment with a lawyer this evening.
6 Mr Taylor isn't here at the moment.

Plenty of discussion activities help build students' confidence through a variety of group and whole class tasks

A strong emphasis on collocations, word grammar and useful phrases promotes natural use of English

Progre

All main reading passages are recorded on the Class CDs to provide optional listening practice

Pronunciation activities in every module build students' confidence when speaking English

UNIT 2

We don't get on

Reading

1 Listen to the magazine article and answer these questions.

1 Which does most of the housework?

2 What's a slob?

3 Who annoys Matt the most? Why?

4 What's the most popular?

5 Who's going to stay in the house next year?

2 Make a list of the adjectives used to describe each person in the text. Example: Carl: windy

MY HOUSEMATES are slobs!

They met in their first year at university and decided to rent a house together to save money. Now, at the end of their second year, we asked students Matt, Jenny, and Carl to say what they thought of their housemates, and whether they'd stay in the same house for another year.

Last year we were all great friends, but it's amazing what you find out about each other when you live in the same house for a year! I mean for me, I always assumed that Carl and Jenny would clear up after themselves, and not leave the bathroom or kitchen in a mess - that sort of thing. I'm quite shocked at how untidy they are. I do most of the tidying up because they're complete slob! I tell Carl. He's really generous, and he's got a great sense of humour. But he's impossible to live with. Jenny's OK, but she's a bit selfish. She does annoying things like invite her friends round late at night, and they make a lot of noise. She's the kind of person that when I say any bread, tea or coffee. When it runs out it's always her that has to do the shopping. I've decided to move out at the end of the year.

Since we moved in, Matt has become really bad tempered and bossy. I think he likes to think that he's mature, but I think he takes life too seriously. It's true that he does more than his fair share of the housework, but he exaggerates and complains the whole time. You know, he never notices when I do things like defrost the fridge or do the hoovering. Carl's great. I think he enjoys life and just gets on with it. The only thing about him that annoys me is that he's quite unreliable. He's always leaving the house without closing the windows or locking the door properly. He's very forgetful in that way.

Do I do my share of the housework? No, but that's because I don't have a shared Matt. I like to boast about how much he does - I can't live with it. Well, I suppose I do a little bit. I usually take the rubbish out, but not until the bin is completely full. Life's too short to have arguments the whole time. Look, there are times when it annoys me to come down for breakfast and see Jenny's washing up from the night before still in the sink. But I just ask her to wash it up, and she's OK about it. Overall I get on really well with her because she's always cheerful, and I like her friends, too. I think we'll both stay here for another year.

Pronunciation and speaking

3 Listen and mark the stressed words. Which words are stressed and why? Example: Last night, we ate the submarine, so to speak.

1 I always do your share of the housework.
2 Can you take the rubbish out tonight?

2 Listen and repeat the sentences.

1 You never clear up after yourself.
2 You always leave your things lying around.
3 Please don't leave your dishes in the sink.
4 Could you remember to switch the lights off before you go out?
5 I wondered if you could defrost the fridge this week.

3 Work with a partner. You are going to discuss a complaint between two housemates who don't get on well. Use Ex 1 to help you choose a complaint. Plan your argument. Decide:

- What type of character you are (bad-tempered, bossy, etc.)
- When the problem started and how long it's been going on
- Whether this is the first time you've discussed the problem
- Whether you will raise the conversation and how the other will respond

4 Discuss your complaint.

5 Work with a partner. Two students have recently moved into a shared house together. Student A goes to page 41. Student B goes to page 44.

Writing

1 Write a note to a friend about the discussion you had in pronunciation and speaking Ex 4 from your point of view. Write about 150 words. Include this information:

- The background to the situation: what the problem was and who was involved
- What happened during the discussion
- How you feel about the result
- Your feelings about your housemate now

CD-ROM For more activities go to Relationships Unit 4

Practical writing tasks are supported by activities which focus on key text types

Action

solve a

Students are guided to the CD-ROM for more activities