Map of Level 2

	TASKS AND TOPICS	TEXTS AND FEATURES	WRITING	SOCIAL LANGUAGE	VERBS/TENSES CLAUSE PATTERNS	NOUN PHRASES PRONOUNS ADJECTIVES PREPOSITIONS ADVERBIAL PHRASES	SPOKEN AND WRITTEN DISCOURSE
Unit 1 So I'm going to move on	Family/work situations: finding things in common. Game: guess where something's hidden. Childhood. Survey: languages you've learnt. Learning a language.	Descriptions of people. Facts about a town. Gazetteer entry for a town. Four people's language learning experiences.	About a person. Explaining the precise position of an item. Descriptions of towns from notes and interview. Personal experiences of learning English.	Introductions. Talking about your background/present situation. Useful classroom phrases.	Questions about past/present/future. Verbs with prepositions: **about, round** etc. Uses of **be**. **Wh-** words: relative clauses and after **say, ask**, etc.	Prepositional phrases: positions of places and objects. Uses of **about**. Time phrases. Expressing degrees of competence.	Spontaneous spoken discourse: starting to speak – phrases referring back; unfinished sentences. Questions and types of answers. Short answers with **not**.
Unit 2 Have you any idea what they're like?	Interests and habits. Describing and identifying people. Sports and injuries. Personalities and compatibilities. Ways of winning money. Animals.	An autobiography. Personal accounts giving overall impression of home life, interests, personality, career, etc. Two poems by Spike Milligan.	A description of someone. A brief autobiography. About yourself: personality and interests.	Talking about where you have lived, studied, worked. Anecdotes about injuries. Anecdotes about good luck and winning things.	Present simple to describe interests/pastimes. Simple past used in biography and anecdotes. Past/present simple forms of 30 verbs. Uses of **have**. Verbs with **back**.	Adjectival phrases with modifiers: eg *with fairly long straight hair and brownish eyes*. Uses of **bit**. Measurements and distances. Phrases meaning 'whole' or 'part'.	**And, but, so** to link narrative. Intonation and stress to add meaning to qualifiers **quite, a bit, rather**, etc. Responses showing complete or partial agreement.
Unit 3 A good place for a holiday	Describing countryside and scenery. Things to do on holiday. Holiday activities – likes and dislikes. Holiday accommodation. Future holidays.	Two holiday postcards with different purposes. 'Discover the North Pennines' – tourist information leaflet. Opinions on farmhouse holidays. 'B & B. A home away from home'.	Notes about a holiday. Postcard, with indirect request for help. Persuasive description of tourist resort. Future holiday plans. Questions as headings. Describing holiday accommodation. Punctuation.	Discussing past and future holidays and preferences. Ways to avoid answering questions; ways of asking indirectly. 'Hedging'/expressing uncertainty.	'Delexical' uses of **Do, did** eg *We did a lot of walking . . .*. Speculative phrases with **suppose**, etc. Verbs with time and money, eg **spend**. Referring to the future. Uses of **been**.	Adjectival phrases describing landscapes. Phrases with **time/times**. Phrases specifying areas, eg *Western Europe*. Phrases with **for**.	Questions to elicit specific narrative information. **That was why/how . . .** for clarification. A persuasive text. Degrees of certainty: **likely/unlikely?**
Unit 4 They're probably worth the money	Rates of pay for jobs and professions. Jobs done by schoolchildren. Fair pay for women. Speculating about a picture. Discussing endings of stories.	Two jokes: 'At the dentist's', 'If you call the plumber'. Letter to the Editor: 'Equal Opportunities'. Stephen's summer work. John's future work. Three funny stories: successful or doubtful employees.	Responding to the Letter to Editor about fair pay. Account of someone's work, and jobs past and future. Summarising personal views. Retelling a story from another point of view.	Comparing/evaluating rates of pay. Reacting to and giving opinions, with reasons. Sharing memories.	Phrases with **say, think, know**. Verbs and patterns followed by **to**. Verb forms and other phrases that express 'often', eg **tends to, in general**.	Phrases expressing amounts and comparison in connection with pay. Meanings and uses of **any** and its compounds. Phrases with **in**. Time phrases, eg *Some days, in between times*. Qualified noun phrases with **to**, eg *nowhere very exciting to go*.	Past narrative with dialogue. Speculation and co-operative discourse. Using specific questions in an interview.
Unit 5 Revision Unit	Schooldays. Favourite subjects. Talk about teachers. Other meanings for parts of the human body, eg *second hand*. Dreams and ambitions – past and present. What you were like as a child.	Poem by Michael Rosen: 'Teachers'. Comment on poem. 'Believe it or not': amazing facts about the human body. Riddles. Poem: 'Juster and Waiter'.	Report on findings of group survey. Notes/report on people's childhood ambitions. Description of yourself as a child.	Sharing past likes and dislikes with reasons. Asking indirectly and dropping hints. Useful classroom phrases. Checking people have understood. Comparing ambitions. Reacting to poems.	More past forms of common verbs. Verbs referring to future plans: **intend, expect**, etc. **Would, 'd**, and other ways to express repeated past actions. Verbs in passive after **was/will be**, etc.	Uses of **that** and **or**. Prepositional and adverbial phrases with **behind, along, away**, to express distance/time/space/discourse. Adjectives with **un-**. Noun phrases describing a picture.	The use of words like **so, well, then**, to link parts of a conversation. Exclamations as responses. Words used in dictionary definitions.

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Unit 6 What do you think's the best way of travelling?	Advantages/ disadvantages of forms of transport. Most popular forms of transport. Giving lifts and hitch-hiking. Transport survey: who spends what on travel? Cut-price travel.	Public announcements. Two funny stories about travel. How a hovercraft works. A true story about Michael Caine. Modern legends. Travelcard leaflet.	Transport from your country to another. Advice to foreign visitor about a journey from your capital city. Continuation and summary of a story. Questions enquiring about a travelcard. Report on transport survey.	Anecdotes about difficult journeys. Recommendations about travel. Spoken and written advice. Making suggestions.	Verbs phrases with **on**. Past tense anecdotes used to give advice. Verb phrases with **-ing** to express interrupted action, past, habitual and future: eg *I'll be watching TV when you get back*. Present simple for colloquial narrative.	Phrases with **on**. Uses of **way**. 'Cause and result', eg use of **as, led, to**, etc. **Neither, nor, so**, to express similarity. Nouns from 'talk' verbs, eg **explanation** (from explain) Use/intonation of **really** in speech.	Colloquial style in popular writing, compared to formal past narrative. Use of **No** to express agreement; ways to begin disagreeing.
Unit 7 I'd probably cook an omelette	Talking about food. Describing and identifying food. Cooking for an unexpected guest. Favourite cheap meals. Predicting a story's development. Puzzle: how to cut the cake.	Recipe: scrambled eggs. 'Microwave' leaflet. Stories on eating out. Poem and comments. Serial story by Roald Dahl 'The Hitch-hiker': Part 1. 'Great eaters of the world'.	Simple recipe from your country. Advantages and disadvantages of microwave ovens. Rewriting a story from another point of view. Brief reply to the poem.	Explaining about food in your country. Asking for things in a restaurant. Anecdotes about restaurant experiences. Sharing reactions to poem.	Imperative forms in instructions. **Would** and past forms expressing hypothesis. **By** + **-ing** for manner. More uses of **-ing**. Verbs to express probability. **Who, which, what** introducing clauses.	Prefix: **micro**. Uses of **by**. Noun phrases with **give**: eg *an impression of, some good advice*. Descriptive phrases: eg *. . .the woman at the bus-stop with the large umbrella*.	Expressing purposes with **to** and **for**, etc. More ways of signalling cause, eg **through**, and unsignalled examples. Understanding/ discussing longer literary texts.
Unit 8 I wish I were going with you	Journeys that went wrong. Major causes of motor accidents. Frightening flights. Identifying who was to blame for an accident. Advice in the event of an accident. Working out journey times from a timetable.	Stories: Petrol Tanker; Auto-Pilot; Jumbo Jet Pilot; No claim. Guardian Royal Exchange claim form: – semi-official source. British Rail timetable. Tourist information on London buses. 'The Hitch-hiker': Part 2.	An account of a frightening flight/ accident. Comparison of two stories. Enquiries about bus services. A paragraph about 'The Hitch-hiker'.	Anecdotes about journeys that went wrong. Advising a course of action. Speculating on possible outcomes. Comparing personal reactions to a problem. Discussing a story.	Present perfect to ask about experiences. Verbs with **off**, eg **put off**. Phrases with **lead**. **Should, ought to**, etc for advice/obligation. Time clauses with **while, as soon as, until**, etc, and **-ing** forms. Meanings of **get/got**.	Adjectives for describing events and feelings. Meanings/uses of **off**. Comparative phrases with **as . . . as**. Time words and phrases eg **once, some time ago**. Expressions of size.	Language of a semi-official document. Asking/answering enquiries.
Unit 9 Everything you could imagine	Unusual speciality shops; street markets. Bargaining. Comparing systems for transacting/ exchanging foreign money. Favourite adverts. Tax-free shopping for tourists. Speculating about a mystery.	'Speciality shops' – magazine feature. Instructions from Argos store catalogue. Advertising jingles. 'The Hitch-hiker': Part 3. Song: 'I discovered a pom pom pom . . .'. Instructions for reclaiming VAT – from tourist newspaper.	Two systems of making payment in shops. List of products advertised. Beginning and continuation of story in traditional style. Favourite colours and associations.	Comparing shops/ markets in different countries. Recollections about advertisements and jingles. Stating preferences. Favourite colours.	Imperative informal instructions. **Up** verb phrases. Hypothesizing in conditional sentences. Past simple for future, hypothetical reference. Causative uses of **get** and **have**. Continuous tenses in narrative eg **As I was.**	Quantifying phrases: eg *all you want, just about anyone*. Impersonal use of **you** and **they**. Phrases with **case** eg *in any case*. Other words meaning **if**, eg *provided*. More phrases with **any**: eg *any longer*.	Colloquial expressions in written narrative dialogue. Educated/uneducated speech. Understanding how character is revealed in dialogue. Narrative structure: starting a story.
Unit 10 Revision Unit	Map reading, route planning/directions. Speculating about a place on a map. Comparing amenities. Summarising/ predicting a narrative. A sense of direction.	Teesdale road map. Gazetteer entries for two towns. 'The Hitch-hiker': Part 4. Useful notices for travellers, tourists, etc. A cockney song.	Notes detailing a route. Describing situation and scenery of small country town. Factual information about a town. Listing suggestions.	Comparing and evaluating routes. Conversation about notices. Feelings about the place you come from. Anecdotes about being lost.	Imperatives, and *I want you to . . .* Clauses and phrases expressing cause, purpose, time, etc. Common adverbs ending in **-ly**. Uses of **come**.	Phrases expressing cause, purpose, time and condition. Phrases/compounds with **ever, whenever**. Prepositions used in abstract sense: eg *it's beyond me*.	Ways of checking you've understood. Starting/ending a discussion or report.

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Unit 11 I would have let his tyres down	How police are seen. Slang words for police. Traffic regulations. Hypothesising about the past. Excuses for speeding. Identifying people from a description. Handling situations. Parking problems.	Road signs/pedestrian notices. Funny story: 'Humour in uniform'. 'The Hitch-hiker': Parts 5 and 6. Stories about parking problems. More signs and notices.	Short summary of a narrative. Parking – problems in a specific area, and possible solutions.	Informal anecdotes about traffic incidents/ offences. Appropriate excuses in varying circumstances. Hypothesizing on why something is missing. Comparing reactions to a voice; discussing character.	Verbs followed by **over** and **into**. Uses of **go/going**. Uses of modals: **might/ could/would have**. Ways of saying **but** (expressing contrast): eg *whereas*, *though*, *yet*, *still*, etc. Uses of **let**.	Prepositional phrases with **over** and **into**. Word forms: eg *employ*, *employer*, *employment*, etc.	Narrative sentences that set scene and further the story: eg *As a police officer . . .* *I come across . . .* Fronting patterns to start explanations eg *What I did was . . .* False starts in conversation.
Unit 12 Things for free or almost free	Leisure activities; inexpensive things to do in cities. Comparing amenities in various cities. Types of town accommodation. Funny/embarrassing experiences with children. Summarising/ speculating on action in a story.	Tourist information on London amenities from a magazine. 'The Hitch-hiker': Parts 7 and 8. Advice on places to stay in London. Story: 'Babies can be useful'.	Descriptions of tourist attractions. Brochure on leisure activities. Descriptions of pictures required for the brochure. Short report for two different audiences giving advice on accommodation. Critical report on a particular hotel/hostel.	Recommendations to do with leisure activities. Advice on accommodation in towns. Speculating on reasons for people's behaviour.	**Can** and **could** for available activities. **-ing** forms in descriptions. **Do** for emphasis. Superlatives with the present perfect/past. Uses of **break**, **give**. Relative clauses in descriptions. **Down** verb phrases. Other verbs meaning **said/asked** eg make.	Pronoun reference and impersonal use of **you**. Phrases of location. Meanings/uses and phrases with **of**. Phrases with **for**. Superlatives in noun phrases: eg *One of the most interesting books*. Descriptive phrases in complex sentences. Nouns that go with **give**: eg *a speech*.	Design of brochure page: relationship between pictures and text. Writing for different types of audience. Using the context of text to infer meanings of words. Features of/attitudes to local dialects.
Unit 13 How did you do that? I never saw you	Practical, 'April Fool' jokes/conjuring tricks. Speculating about the past. Security and crime prevention. Talking about stolen objects. Describing people in a street from memory.	Stories about Hodja. 'The Hitch-hiker': Parts 9 and 10. 'Fight crime and protect your home' – advice/questionnaire from local directory. Crime Prevention article, with list of points.	Sequence of instructions for a trick. Completing questions/ filling out a questionnaire. Report on a crime. Description of what was happening at a particular time – street scene.	Anecdotes about practical jokes, tricks. Discussion about crime prevention. Evaluating a questionnaire. Discussion of home security – what could be/should have been done.	**Had** in past perfect. Verbs of perception. Use of **-ing** in narrative. Modals, questions, imperative for recommendations. Passive with **be/got**. Reporting speech/ thought; use of **that**. Uses of **whether/take**.	Phrases with **all/whole**. Uses and meanings of **from**. Phrases building up descriptions of personal belongings. Common colloquial phrases.	Using clues from context to infer meanings. Different registers in public information leaflets on similar subject. Colloquial dialogue in a narrative text.
Unit 14 And he told me I was going to win	Traditional beliefs/ superstitions. Customs associated with New Year. New Year resolutions. Fortune-telling. Origins of traditional children's songs. Possible endings for a story.	People's New Year resolutions. Stories about fortune-telling. 'The Hitch-hiker': final two parts. Historical basis of children's songs.	Paragraph about a person's character. Story about a fortune-telling experience. What adults told you as a child about your future.	Discussing things you think lucky/unlucky. Inferring a person's character/attitudes from their behaviour. Personal anecdotes comparing experiences of fortune-telling. Discussing someone's feelings.	The future in the past: eg *He said I would . . .* Modals expressing probability, certainty, etc. Clause patterns following **ask**, **tell**, etc., eg *ask if*. Verb phrases: **out/ after**.	Words and phrases expressing certainty/ probability/possibility eg *Certainly not me*. Meaning and uses of **thing**. Phrases with **out** and **after**.	Explanatory texts – origins of songs and folklore. Use of clauses with **thing/point/trouble**, etc, to introduce an idea to be developed: eg *The thing is . . .*
Unit 15 Revision Unit	Descriptions of people and places. Summarising stories. Preparing and performing 'magic'. Stating your case. Warnings and security. How to learn English. Evaluation of Course.	Gazetteer entry for a small town. Song: 'Keep right on'. Instructions for tricks. Warnings/advice to prevent loss or theft. Informational advice about learning English. Security adverts.	Brief biographies. Dramatisation of part of 'The Hitch-hiker'. Written instructions. How a trick works. Notes/summaries of spoken anecdotes. Advice for students. Questionnaire.	Social situations with requests/warnings. Agreeing/disagreeing with reasons. Ways to avoid loss. Sympathising. Finding out other people's opinions.	Verbs of motion to denote passage of time. Uses of verb **mind**. Modals/other ways of expressing certainty/ uncertainty, etc. Expressing hypotheses, with **if** and **would**.	Relative pronouns and prepositional phrases to describe people/ places. Phrases with **mind**: eg *It's gone right out of my mind*.	Turning story into a dramatisation. Summarising a spoken account in writing. Sequence of instructions backed by an explanation. Producing a questionnaire.