

# Contents

## Classroom language

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## Unit 1 · Pleased to meet you!

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### Communication

Nice to see you again! • I didn't catch that •  
Do you travel a lot? • We chatted for ages •  
Have a good trip home!

### Grammar

present perfect and past simple (revision)

### Go for it!

Make small talk

### I can ...

greet other people properly and introduce myself • describe travel information, e.g. a train connection • be understood in a conversation and ask for clarification when necessary • actively take part in conversations on familiar topics and ask questions • understand simple texts that interest me • say goodbye properly in various situations

## Unit 2 · Everything was perfect

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### Communication

That's not right! • I'd like some information •  
Enjoy your stay! • Can I borrow yours? • Can I  
leave a message? • Everyone had a great time!

### Grammar

possessive pronouns • *something, someone, anything, anyone, nothing, no one*

### Go for it!

The perfect place

### I can ...

talk and write about experiences and events in simple sentences, e.g. report how much time I spend online while I'm on holiday • understand routine email and letters, e.g. an email about a holiday booking • find and understand important information in a longer text, e.g. information in a holiday home welcome pack • react when things happen while travelling, e.g. ask for help when I've forgotten something • actively take part in conversations over the phone • understand holiday reviews

## Unit 3 · Keep on learning!

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### Communication

I prefer learning from books • I'm thinking about having a holiday • I don't mind getting my hands dirty • I'm definitely going to go somewhere warm

### Grammar

verb + *ing* • verb + *to* + infinitive • *going to / might* (revision)

### Go for it!

A learning holiday

### I can ...

take part in a discussion in a familiar situation, e.g. about learning new things • express hopes and plans, e.g. the things I would like to change about my current situation • take part in a discussion in a familiar situation, e.g. about my personal and career status • describe plans and ambitions in simple sentences, e.g. my plans for next year

## Unit 4 · Return to nature

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### Communication

I enjoy living here • I've been doing some research • I moved here for the fresh air • It's a fascinating idea!

### Grammar

present perfect continuous • conjunctions

### Go for it!

A community project

### I can ...

write a simple text about the environment around me • describe how long I've been doing something, e.g. a project or a hobby • write a simple text giving my opinion, e.g. commenting on a magazine article • give reasons and explanations, e.g. why I decided to do something • describe my feelings and emotions

## Go for it!

Reading 65

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## Unit 5 · What would you do?

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### Communication

She seems kind • If you need help, I'll come round • She might be able to fix it • You're not allowed to do that • If I were you, I'd move out

### Grammar

*if* clause type 1 (revision) • *can / could / be able to / have to / must / be allowed to* • *if* clause type 2

### Go for it!

Play the game: "Neighbours, family and friends"

### I can ...

describe people's physical appearance and characteristics • talk about what I will or won't do if something happens • describe my abilities in the past, present and future, e.g. what repairs I can do • say what is and isn't OK to do in different places, e.g. in a hotel or at home • talk about hypothetical situations, e.g. what I would do if I won the lottery

## Unit 6 · That's entertainment!

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### Communication

What's your idea of the perfect Friday evening? • It's worth watching • It was made into a film in 2005 • She went outside, although it was dark

### Grammar

passive • past continuous (revision) • conjunctions and connectors

### Go for it!

My all-time favourite

### I can ...

talk about what kind of entertainment I enjoy • write a simple text on a topic I know well, e.g. a short TV series or book review • talk about films, books, songs, etc. • describe what was happening at a specific time in the past • read and understand a modern short story • understand the main information from a radio programme, e.g. a theatre review

## Unit 7 · It's good value for money

97

### Communication

I need to get rid of some stuff • This one's better, isn't it? • What's the delivery time? • I'm afraid I have a problem • I'm writing to complain about my order

### Grammar

Adjectives: comparative and superlative (revision) • question tags • past perfect

### Go for it!

For sale

### I can ...

describe what I do with my unwanted things • talk about my preferences, e.g. when choosing furniture or fabrics for my home • understand a short story • explain why something is a problem, e.g. that a product is broken or damaged • write a simple official letter or email, e.g. a letter of complaint

## Unit 8 · Life used to be simpler

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### Communication

Music streaming is cool! • We used to have one of those • Press the power button • Are the cables connected? • Can you make the coffee? • You won't need to do that in the future!

### Grammar

*used to* • phrasal verbs

### Go for it!

Perfect past, perfect future?

### I can ...

talk about experiences and events, e.g. describe what I do when I'm travelling • talk about how things were in the past and how they are now • understand user guides and entries in an online user forum • understand simple technical information, e.g. instructions from a technical support phone call • explain how to use an electronic device or a machine • understand a simple text, e.g. a restaurant review in a newspaper

### Go for it!

Reading 125

Listening 126

Progress check 127

## Unit 9 · Look after yourselves!

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### Communication

That's a really bad habit • Treat yourself! • She said that we should exercise • He asked her if she knows a good gym • Would you mind doing me a favour?

### Grammar

*should / ought to* • reflexive pronouns • reported speech

### Go for it!

Expert advice

### I can ...

describe my good and bad habits and say how they have changed • ask for and give advice, e.g. on tips for a healthy lifestyle and feeling good • understand a short and clear talk, e.g. a podcast about nutrition • report what I've heard at a talk • tell someone which questions other people asked, e.g. what they asked at a talk • ask people to help me and reply to other people's requests

## Unit 10 · It might be fun 143

### Communication

What a strange thing to do! • Solving mysteries is hard work • It might be on the table • What a strange story! • That's unbelievable!

### Grammar

*could be / might be / must be / can't be*

### Go for it!

The next murder mystery weekend

### I can ...

talk about my free-time activities, e.g. describe my past and current hobbies • find and understand relevant information in everyday correspondence, e.g. an email newsletter • take part in a discussion, e.g. say where or who I think someone is • understand a short story, e.g. an anecdote about an unusual event • talk about experiences and events in simple sentences, e.g. how I met my best friend or an interesting experience we've had together • express surprise, e.g. when someone tells me some unexpected news or an unusual story

## Unit 11 · I don't regret it 157

### Communication

What could this be? • That's good to hear • I wish I hadn't done that • I was really well prepared this time

### Grammar

*if* clause type 3

### Go for it!

No regrets

### I can ...

describe my feelings, e.g. how I feel when I receive an invitation • understand the main points of a longer conversation, e.g. when people talk about their daily life • talk about things in the past that I regret or am happy about, e.g. something I wish I'd done last weekend • understand a personal email, e.g. when people describe how they feel about certain events

## Unit 12 · Time flies! 171

### Communication

I love looking at old photos • That takes me back • I hope I'll live to see that

### Grammar

future forms (revision)

### Go for it!

What can you do in English?

### I can ...

write a personal email, e.g. to describe my memories about a favourite photo • talk about my experiences, e.g. what I remember about an event • find and understand important information in longer texts, e.g. an Internet article about an important landmark

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