

**9 Unit 1 Old friends and new**

**Core aspects A–D** Letters in your name; The new student; More about you and your friends; When do you use English?  
**Plus aspect E** Do you like your name?

<p><b>Communication</b>                  spell your name; greet people; compliment somebody; exchange personal information; talk about and describe somebody; explain when you use English, why you need English; explain what you can say in English and what you want to learn</p>	<p><b>Grammar</b>                  questions with “be” and “do”; questions with question words (“what”, “where”, etc.); present continuous</p>	<p><b>Vocabulary</b>                  personal characteristics; greetings; personal appearance; nationality; hobbies; family; work; expressions to describe what you use English for</p> <p>★ <b>Exploring my progress,</b>                  ★ <b>Exploring learning</b>                  ★ set your aims for learning English</p>
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**17 Unit 2 Destinations**

**Core aspects A–D** See the film and then visit the country; Greetings from New Zealand; The business trip to Auckland; Your flight is now ready for boarding  
**Plus aspect E** Taking a break

<p><b>Communication</b>                  participate actively in a conversation (show interest, etc.); talk about travel experiences; read and write a holiday postcard; read and write emails about booking a hotel room; understand announcements at the airport; describe a suitcase</p>	<p><b>Grammar</b>                  present perfect (with “ever”, “never”); past simple; adverbs of manner</p>	<p><b>Vocabulary</b>                  countries and places; holidays; hotel facilities; booking a hotel room; airport words; describing a suitcase</p> <p>★ <b>Exploring my progress,</b>                  ★ <b>Exploring learning</b>                  ★ listening and speaking</p>
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**25 Unit 3 Food for friends**

**Core aspects A–D** Food for the party; Can you give me the recipe?; What do you do online?; Find a good restaurant online  
**Plus aspect E** Secret shopping

<p><b>Communication</b>                  read an email with instructions to buy some food; write a shopping list; exchange ideas about food and drink for a party; understand the details from a recipe; understand numbers and quantities from a recorded interview; exchange information about Internet use;</p>	<p>understand important information from restaurant reviews; describe and recommend a restaurant</p> <p><b>Grammar</b>                  “some/any”; imperatives; “much/many”; “a lot/a few”</p>	<p><b>Vocabulary</b>                  food and drink; quantities (a bottle of, etc.); recipes (quantities, cooking methods); Internet shopping; restaurants; describing restaurants</p> <p>★ <b>Exploring my progress,</b>                  ★ <b>Exploring learning</b>                  ★ learning vocabulary</p>
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## 33 Consolidation 1

## 35 Unit 4 Voluntary work

**Core aspects A–D** I'm interested in voluntary work; Time for your interview;  
Organizing a trip to the shopping centre; At the shopping centre

**Plus aspect E** I was a volunteer

### Communication

describe a job; obtain information from a text about a voluntary organization; exchange information in a job interview; give and understand instructions for a trip; explain how you do something; give and understand directions in a building

### Grammar

relative pronouns ("who", "that") in subject position; present perfect and past simple; "if" with present tense and instructions with modal verbs; "must", "have to", "be allowed to"; adverbs of manner

### Vocabulary

jobs and voluntary work; warning signs; places within a building (1<sup>st</sup> floor, etc.)

★ **Exploring my progress,**  
★ **Exploring learning**  
→ pronunciation

## 43 Unit 5 School and work

**Core aspects A–D** My favourite teacher; Lifelong learning; My qualifications; Apply for a job

**Plus aspect E** Gap years

### Communication

say what you were good at in school; describe your favourite teacher; write and telephone for information about a language course in the UK; talk about ownership; exchange ideas about learning; understand someone from the UK or the US talking about their educational curriculum vitae; talk

about your education, etc.; obtain information from a job advert; fill in a job application form; ask and answer questions in a job interview

### Grammar

relative pronouns in object position; "whose" (question word); possessive "'s"; past simple questions; "mine", "yours"

### Vocabulary

school subjects; school systems; language schools and courses; educational qualifications; time expressions; job qualifications

★ **Exploring my progress,**  
★ **Exploring learning**  
→ learning styles

## 51 Unit 6 The world around us

**Core aspects A–D** Beautiful day, isn't it?; Winter wonderland; How green are you?; Guerrilla gardeners

**Plus aspect E** Who's who?

### Communication

talk about the weather; obtain information from a tourism brochure; talk about the future (what you think will happen); agree and disagree; say what you will or might do in the future; talk about things that were done in the past

### Grammar

"going to" (for prediction); "will/won't" (for prediction); "will" (for agreeing to do something); "might"; passive

### Vocabulary

weather and temperature; winter sports activities; the future, ecology and the natural world; parks and gardens

★ **Exploring my progress,**  
★ **Exploring learning**  
→ reading

59 Consolidation 2

61 Unit 7 Sports and games

**Core aspects A–D** Sports and games; Something for everybody; A weekend of games; A sports person

**Plus aspect E** A company outing

<p><b>Communication</b> listen to a sports commentary and identify the sport; talk about sports you practise or watch; exchange information about the media people use; explain what you intend to do; listen for detail in a radio</p>	<p>report; exchange information about personal interests and skills</p> <p><b>Grammar</b> “-ing” form; “will/won’t” (for agreeing or promising); “would rather”</p>	<p><b>Vocabulary</b> sports and games; media</p> <p>★ ★ ★ <b>Exploring my progress,</b> ★ <b>Exploring learning</b> ★ → listening</p>
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69 Unit 8 Be nice to other people!

**Core aspects A–D** Choosing presents; What does she/he look like?; Social conversation; Compliments and thanks

**Plus aspect E** The ideal partner

<p><b>Communication</b> give advice; describe objects; describe people’s appearance; keep a social conversation going; pay compliments; predict somebody’s reaction to a present; give and receive thanks; write a short thank-you note</p>	<p><b>Grammar</b> “should”; direct and indirect objects; passive; present perfect (with “how long”); “if” with present tense and a prediction with “will”</p>	<p><b>Vocabulary</b> presents; dimensions; material; personal appearance; clothes; adjectives and expressions for compliments and thanks</p> <p>★ ★ ★ <b>Exploring my progress,</b> ★ <b>Exploring learning</b> ★ – useful phrases</p>
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77 Unit 9 Romantic love stories

**Core aspects A–D** A romantic day; A romantic meeting; What were you doing yesterday at 8 o’clock?; ›Lets gt 2gtha«

**Plus aspect E** Are you romantic or realistic?

<p><b>Communication</b> understand the main points of a simple story about where two people met; write about how you met somebody; explain what you were doing yesterday at a certain time; write the ending of a story; obtain the main points from an article about text messaging;</p>	<p>read and write text messages using abbreviations; report what somebody said or wrote</p> <p><b>Grammar</b> past continuous and past simple; past continuous with “while”; indirect speech</p>	<p><b>Vocabulary</b> occasions for greeting cards; high numbers (million, billion); romantic times and places; family; texting abbreviations</p> <p>★ ★ ★ <b>Exploring my progress,</b> ★ <b>Exploring learning</b> ★ → writing</p>
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## 85 Consolidation 3

## 87 Unit 10 I have a dream

**Core aspects A–D** Do you dream?; What do dreams mean?; I have a dream;  
Was it a dream course?

**Plus aspect E** Time capsule

### Communication

exchange information about your dreaming habits; understand the main points from the story of a dream; tell the story of a dream; listen for specific information in a speech; express predictions and hopes for the future; talk about what you liked and what you found difficult on the course; under-

stand details from texts which express a personal opinion; write a short blog entry about how you're learning English

### Grammar

"something/everything/nothing", etc.; past continuous and past simple; "will" for predictions

### Vocabulary

dreaming; Martin Luther King and American politics; learning English

### ★ Exploring my progress,

### ★ Exploring learning

★ reflecting on your learning

## 95 Consolidation 4

### 97 Files

### 102 Plus

### 112 Reading Club

### 116 Homestudy

### 137 Tapescripts

### 148 Key

### 156 Vocabulary: English – German