

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>Communication 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>Grammar questions with “be” and “do”; questions with question words (“what”, “where”, etc.); present continuous</p>	<p>Vocabulary personal characteristics; greetings; personal appearance; nationality; hobbies; family; work; expressions to describe what you use English for</p> <p>Exploring my progress, Exploring learning → set your aims for learning English</p>
--	--	--

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>Communication 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>Grammar present perfect (with “ever”, “never”); past simple; adverbs of manner</p>	<p>Vocabulary countries and places; holidays; hotel facilities; booking a hotel room; airport words; describing a suitcase</p> <p>Exploring my progress, Exploring learning → listening and speaking</p>
---	---	--

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>Communication 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>Grammar “some/any”; imperatives; “much/many”; “a lot/a few”</p>	<p>Vocabulary food and drink; quantities (a bottle of, etc.); recipes (quantities, cooking methods); Internet shopping; restaurants; describing restaurants</p> <p>Exploring my progress, Exploring learning → learning vocabulary</p>
--	---	--

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 (1st 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

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