



# Map of the book

|                                                                                                                                 | Vocabulary                                                                                                            | Grammar                                                                                                                                                                                                                                                                                                                                                                                     | Skills                                                                                                              | Cross-curricular                                                                                                                                                                                                                     | Exam                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <div>1</div> <div><b>In style</b><br/>Mission: Plan a fashion show<br/>Page 4</div>                                             | <p>Clothes</p> <p>Parts of clothes</p> <p><b>Pronunciation:</b> plural pronunciation of 's'</p>                       | <p><b>Comparative adjectives, adverbs and as ... as</b><br/><i>The blue jacket is more expensive than the grey jacket, but it fits better. It isn't as heavy as the grey jacket.</i></p> <p><b>The present simple with future meaning</b><br/><i>What time does the fashion show start tomorrow?</i><br/><i>It starts at one o'clock.</i></p>                                               | <p><b>King Canute's day on the beach</b><br/>A story about dealing with frustration</p>                             | <p><b>Clothes throughout history</b><br/>Learn about clothes and materials in the past, present and future</p> <p> <b>Exploring solutions</b></p> | <p>A2 Key for Schools: Reading and Writing Part 1</p> <p>A2 Key for Schools: Listening Part 1</p> |
| <div>2</div> <div><b>Future technology</b><br/>Mission: Invent a piece of technology for a home of the future<br/>Page 16</div> | <p>Technology</p> <p>Verbs for using computers</p> <p><b>Pronunciation:</b> syllable stress in two-syllable words</p> | <p><b>The first conditional</b><br/><i>If something breaks, a robot will fix it.</i></p> <p><b>The zero conditional</b><br/><i>If you press this button, it turns on.</i></p>                                                                                                                                                                                                               | <p><b>The Tech Times</b><br/>A newspaper article about dealing with jealousy</p>                                    | <p><b>How to make an app</b><br/>Learn what an app is and what you need to make one</p>                                                                                                                                              | <p>A2 Key for Schools: Speaking Part 1</p> <p>A2 Key for Schools: Reading and Writing Part 2</p>  |
| <div>3</div> <div><b>Jim-nastics</b><br/>Mission: Create a news report about a sporting event<br/>Page 28</div>                 | <p>Sports</p> <p>Sporting actions, people and equipment</p> <p><b>Pronunciation:</b> vowel sounds</p>                 | <p><b>The passive (present simple)</b><br/><i>The hosts are decided by the World Rugby Council.</i></p> <p><b>Making suggestions with shall, could, should</b><br/><i>Shall we watch the wheelchair rugby?</i><br/><i>That sounds great! I think we should ask Mum and Dad. Then maybe we could look for tickets online.</i></p>                                                            | <p><b>The Spartan Princess</b><br/>A comic about perseverance</p>                                                   | <p><b>Practice makes perfect</b><br/>Learn how athletes train, eat and sleep before competitions</p>                                                                                                                                 | <p>A2 Key for Schools: Listening Part 2</p> <p>A2 Key for Schools: Reading and Writing Part 5</p> |
| <b>Review units 1–3</b>                                                                                                         |                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                     |                                                                                                                                                                                                                                      |                                                                                                   |
| <div>4</div> <div><b>Stay well!</b><br/>Mission: Make a wellness diary<br/>Page 42</div>                                        | <p>Accidents and illnesses</p> <p>Health and medicine</p> <p><b>Pronunciation:</b> sentence stress</p>                | <p><b>The present perfect with how long, for and since</b><br/><i>How long has your arm been sore?</i><br/><i>It's been sore for three days.</i><br/><i>I've felt worried about it since yesterday.</i></p> <p><b>The present continuous with future meaning</b><br/><i>What are you doing after school?</i><br/><i>I'm seeing the doctor again. She's taking my bandage off today!</i></p> | <p><b>The £20,000 adventure</b><br/>A story about why people feel different emotions</p>                            | <p><b>Making lives better</b><br/>Learn about how sciences improves lives</p>                                                                                                                                                        | <p>A2 Key for Schools: Reading and Writing Part 4</p> <p>A2 Key for Schools: Listening Part 4</p> |
| <div>5</div> <div><b>Fun foods</b><br/>Mission: Present a traditional food or dish<br/>Page 54</div>                            | <p>Cooking ingredients</p> <p>Cooking actions and equipment</p> <p><b>Pronunciation:</b> verb endings in the past</p> | <p><b>prefer, would prefer and would rather</b><br/><i>I prefer eating salad to potatoes!</i><br/><i>I'd prefer to have salmon.</i><br/><i>I'd rather have steak.</i></p> <p><b>The passive (past simple)</b><br/><i>Pizza was first made in southern Italy!</i><br/><i>Chocolate-chip cookies were invented by Ruth Wakefield!</i></p>                                                     | <p><b>A very interesting week in the life of Juana Sánchez</b><br/>A diary entry about not controlling emotions</p> | <p><b>Healthy eating</b><br/>Learn about why some foods are good for you</p> <p> <b>Thinking in systems</b></p>                                 | <p>A2 Key for Schools: Listening Part 5</p> <p>A2 Key for Schools: Reading and Writing Part 7</p> |

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**Environmentally friendly**  
Mission: Discover how schools could be more environmentally friendly  
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| Vocabulary                                                | Grammar                                                                                                                                                                                                                                                                                                                                                                                      | Skills                                                                                                                                                                                            | Cross-curricular                                                                                                                                                                                | Exam                                                                                  |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Home<br>The environment<br><b>Pronunciation:</b><br>schwa | <b>a few, a little, a lot of, lots of</b><br><i>There are a lot of old clothes in this box.</i><br><i>And there's lots of wool in that one.</i><br><i>We have a few toy cars here.</i><br><i>Shall we have a little water?</i><br><b>Question tags</b><br><i>We could be more environmentally friendly, couldn't we?</i><br><i>We shouldn't throw plastic into the wrong bin, should we?</i> | <b>The fall of a Mayan city</b><br>A story about looking after the environment<br> <b>Making positive change</b> | <b>Ecosystems</b><br>Learn about the animals that make their home in the city<br> <b>Thinking in systems</b> | A2 Key for Schools: Speaking Part 2<br>A2 Key for Schools: Reading and Writing Part 6 |

7

**Feeling it**  
Mission: Make a feelings chart  
Page 80

| Review units 4–6                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                     |                                                                            |                                                                                        |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Feeling and emotions<br>Wellbeing<br><b>Pronunciation:</b><br>/b/ /v/ /w/ | <b>have to, don't have to, needn't, must, mustn't</b><br><i>We have to wait.</i><br><i>I really must study for the history test tomorrow.</i><br><i>You needn't worry - you've studied a lot.</i><br><i>She doesn't have to work tomorrow.</i><br><b>so ... that / such ... that</b><br><i>When I got on stage, I felt so scared that I wanted to go home!</i><br><i>I took such a deep breath that everyone heard it!</i> | <b>The cowboy who cried wolf</b><br>A story about telling the truth | <b>Emotional awareness</b><br>Learn about empathy and how we show emotions | A2 Key for Schools: Reading and Writing Part 3<br>A2 Key for Schools: Listening Part 3 |

8

**Pretty cities**  
Mission: Plan a city visit  
Page 92

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| A tour of a city<br>Visiting new places<br><b>Pronunciation:</b><br>intonation in questions | <b>Indirect questions</b><br><i>Could you tell us what that big building is, please?</i><br><b>used to / didn't use to</b><br><i>People didn't use to have running water in their kitchens.</i><br><i>They used to collect water from the well.</i> | <b>The case of the Butterfly Diamond</b><br>A story about managing stress | <b>Responsible tourism</b><br>Learn how to look after places when you go on holiday | A2 Key for Schools: Reading and Writing Part 4<br>A2 Key for Schools: Reading Part 5 |
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9

**Lights, camera, action!**  
Mission: Plan and record an interview with a celebrity  
Page 104

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|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| TV and film genres<br>Television<br><b>Pronunciation:</b><br>word stress | <b>have / get something done</b><br><i>We're having the costumes made.</i><br><b>The second conditional</b><br><i>If I had €250 million, I'd give lots of it to charity.</i> | <b>Lost in the Rainforest</b><br>A film script about environmental issues | <b>Special effects</b><br>Learn how special effects are used in films | A2 Key for Schools: Reading and Writing Part 7<br>A2 Key for Schools: Writing Part 6 |
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| Review units 7–9                               |  |  |  |  |
|------------------------------------------------|--|--|--|--|
| <b>Pronunciation</b> page 118                  |  |  |  |  |
| <b>Grammar reference</b> page 120              |  |  |  |  |
| <b>Key Competencies Activity Bank</b> page 128 |  |  |  |  |