



# Map of the book

	Vocabulary	Language	Literature	Phonics and Literacy	Cross-curricular
<b>Hello</b> Page 4	<b>Main scene vocabulary</b> <i>bird, boat, book, bus, cat</i> <b>Numbers</b> 1-6 <b>Colours</b> <i>blue, green, orange, purple, red, yellow</i>	<i>Hello. I'm (Jenny/Jim). What number's this? What colour's this?</i>			
<b>1 Friends and family</b> Page 8	<b>Friends and family</b> <i>man, woman, boy, girl, family</i> <b>More family</b> <i>mum, dad, brother, sister, pet</i>	<i>What's your name? My name's ... / I'm ... How old are you? I'm ... He's/She's ...</i>	<b>Home time</b> A real-life story <b>Social and emotional skill:</b> Recognising the emotion <i>happy</i>	Initial sounds: introduction	Family trees
<b>2 At school</b> Page 18	<b>School</b> <i>bag, classroom, pencil, playground, teacher</i> <b>More school</b> <i>board, bookcase, chair, cupboard, table</i>	<i>What are they? They're ... Are they ...? Yes. / No. Where's my ...? Where is it? It's in/on/under ...</i>	<b>The bird and the cat</b> A cartoon story <b>Social and emotional skill:</b> Recognising the emotion <i>happy</i>	Initial letter sound: b	Primary and secondary colours
<b>3 Food shopping</b> Page 28	<b>Food</b> <i>apple, banana, grapes, orange, watermelon</i> <b>More food</b> <i>beans, burger, carrot, egg, rice</i>	<i>There's/There are ... How many ... are there? A lot.</i>	<b>In Mr Brown's garden</b> An animal story <b>Social and emotional skill:</b> Recognising the emotions <i>happy</i> and <i>angry</i>	Initial letter sounds: b, c	Where food comes from
<b>Review Units 1-3</b>					
<b>4 At home</b> Page 40	<b>Home</b> <i>bed, clock, computer, lamp, mirror</i> <b>Rooms</b> <i>bathroom, bedroom, garden, kitchen, living room</i>	<i>I've/You've got ... Have you got ...? Yes, I have. No, I haven't. I/We/They haven't got ...</i>	<b>The three wishes</b> A traditional story <b>Social and emotional skill:</b> Understanding the emotion <i>angry</i>	Initial letter sound: c	Shapes at home

	Vocabulary	Language	Literature	Phonics and Literacy	Cross-curricular
<b>5 My body</b> Page 50	<b>Body</b> <i>ears, eyes, hair, mouth, legs</i> <b>Describing appearance</b> <i>big, small, long, short, beautiful</i>	<i>He's/She's got ... Has he/she got ...? Yes, he's/she's got ... He/She hasn't got ...</i>	<b>My best friend</b> A real-life story <b>Social and emotional skill:</b> Recognising the emotions <i>surprised</i> and <i>excited</i>	Initial letter sounds: b, c, l	Keeping clean
<b>6 My toys</b> Page 60	<b>Toys</b> <i>board game, camera, doll, teddy, train</i> <b>More toys</b> <i>ball, balloon, bike, car, plane</i>	<i>Do you like ...? I like/love ... What's your favourite ...? I like/don't like ...</i>	<b>My favourite toy</b> A real-life story <b>Social and emotional skill:</b> Understanding the emotions <i>happy</i> and <i>sad</i>	Initial letter sound: t	Materials
<b>Review Units 4-6</b>					
<b>7 Free time</b> Page 72	<b>Action verbs</b> <i>climb, jump, run, swim, walk</i> <b>Free time activities</b> <i>catch a ball, fly a plane, play basketball, play football, play the piano</i>	<i>Can you ...? Yes, I can. / No, I can't. I can ... What are you doing? I'm ...ing.</i>	<b>The queen of the river</b> A traditional story <b>Social and emotional skill:</b> Understanding the emotions <i>happy, worried</i> and <i>excited</i>	Initial letter sounds: f, p	Emotions
<b>8 We're having fun!</b> Page 82	<b>More action verbs</b> <i>clean, drink, eat, sleep, take a photo</i> <b>Nature</b> <i>beach, flower, sea, sun, tree</i>	<i>I'm ...ing. What's he/she ...ing? What are you/they ...ing? He's/She's ...ing. They're ...ing.</i>	<b>Clean the beach day</b> A fantasy story <b>Social and emotional skill:</b> Understanding the emotions <i>happy, sad</i> and <i>excited</i>	Initial letter sounds: b, t, s	Weather
<b>9 Moving to the farm</b> Page 92	<b>Clothes</b> <i>jacket, jeans, shoes, socks, T-shirt</i> <b>Farm animals</b> <i>dog, duck, goat, horse, sheep</i>	<i>I want/don't want ... Do you want (your) ...? Yes, I do. / No, I don't. Let's ... Yes, OK/great/please. No, thank you.</i>	<b>Five good friends</b> An animal story <b>Social and emotional skill:</b> Understanding the emotions <i>angry</i> and <i>frightened</i>	Initial letter sounds: review	Caring for animals
<b>Review Units 7-9</b>					
<b>Key Competencies Activity Bank page 104</b>					



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	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>Hello</b> Page 4	Main character names Numbers Colours	<b>Greetings and introductions</b> <i>What's your name?</i> <i>I'm Henrietta.</i> <i>How old are you?</i> <i>I'm three.</i>			
<b>1 Our new school</b> Mission: Make our classroom English Page 6	Classroom objects and people Extension of classroom objects Sounds and spelling: <i>p, b</i>	<b>Where ...?</b> <b>Prepositions in, on, under, next to</b> <i>Where's the crayon?</i> <i>It's on the desk.</i> <b>Singular and plural nouns this/these</b> <i>What's this?</i> <i>It's a window.</i> <i>What are these?</i> <i>They're windows.</i>	<b>Be kind at school</b> Learn about being kind to classmates	<b>The first day</b> A play script Social and emotional skill: Helping others	Pre A1 Starters Reading and Writing Part 1 Speaking Parts 1 and 2
<b>2 All about us</b> Mission: Make an All about me book Page 18	Family Parts of the body Sounds and spelling: <i>th, t</i>	<b>is/are</b> <i>Who is she?</i> <i>She's Jenny. She's a girl.</i> <i>Who is he?</i> <i>He's Jim. He's a boy.</i> <b>have/haven't got</b> <i>I've got brown hair.</i> <i>They haven't got green eyes.</i> <i>Have you got red hair?</i> <i>Yes, I have. / No, I haven't.</i>	<b>Using our senses</b> Learn about the five senses and sense organs	<b>Sara's favourite game</b> A real-life story Social and emotional skill: Showing concern for others	Pre A1 Starters Reading and Writing Part 2 Speaking Part 2
<b>3 Fun on the farm</b> Mission: Make a farm Page 30	Farm animals Adjectives Sounds and spelling: <i>c, k, ck</i>	<b>is/are + adjective adjective + noun</b> <i>He's a nice cat.</i> <i>They aren't old chickens.</i> <b>has/hasn't got</b> <i>It's got long ears.</i> <i>It hasn't got small feet.</i> <i>Has it got a long face?</i> <i>Yes, it has. / No, it hasn't.</i>	<b>What do animals give us?</b> Learn about animal products	<b>How cows got their spots</b> A fantasy story Social and emotional skill: Identifying the feelings of others	Pre A1 Starters Reading and Writing Part 3 Speaking Part 3
<b>Review units 1-3</b>					
<b>4 Food with friends</b> Mission: Organise a picnic Page 44	Food and drink Extension of food and drink Sounds and spelling: <i>a</i>	<b>like/don't like</b> <i>I like chocolate.</i> <i>Harry doesn't like chocolate.</i> <i>Do you like chocolate?</i> <i>Yes, I do. / No, I don't.</i> <b>Making requests and offers</b> <i>Can I have some chocolate, please?</i> <i>Here you are.</i> <i>Would you like some ice cream?</i> <i>Yes, please. / No, thank you.</i>	<b>Making a recipe</b> Learn about ingredients and methods of cooking	<b>A picnic with friends</b> A real-life story Social and emotional skill: Sharing	Pre A1 Starters Listening Part 3 Speaking Part 4

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>5 Happy birthday!</b> Mission: Have a present-giving party Page 56	Toys Extension of toys Sounds and spelling: <i>h</i>	<b>whose ...?</b> <b>Possessive 's Possessive adjectives my, your, his, her, our, their</b> <i>Whose bike is this?</i> <i>It's Jim's bike. His bike's orange.</i> <b>want/wants</b> <i>Does he want a teddy?</i> <i>Yes, he does. / No, he doesn't.</i> <i>What does he want? He wants a helicopter.</i>	<b>Shapes around us</b> Learn about shapes	<b>The twins and their robots</b> A real-life story Social and emotional skill: Saying sorry	Pre A1 Starters Listening Part 2 Speaking Part 4
<b>6 A day out</b> Mission: Plan a wildlife tour Page 68	Vehicles and places Zoo animals Sounds and spelling: <i>ai, a-e</i>	<b>there is/are</b> <i>There's a car.</i> <i>There aren't any shops.</i> <i>Are there any animals?</i> <i>Yes, there are. / No, there aren't.</i> <b>let's ...</b> <i>Let's play a game.</i> <i>That's a good idea.</i>	<b>Animals in the wild</b> Learn about animal habitats	<b>When we go to the zoo</b> A poem Social and emotional skill: Understanding and expressing feelings	Pre A1 Starters Reading and Writing Part 4 Speaking Parts 1 and 2
<b>Review units 4-6</b>					
<b>7 Let's play!</b> Mission: Plan a sports day Page 82	Sports and hobbies Sports verbs and extension of sports Sounds and spelling: <i>s</i>	<b>Present continuous</b> <i>What are you doing?</i> <i>I'm riding a horse.</i> <i>What's she doing?</i> <i>She's swimming.</i> <i>Are they cleaning the car?</i> <i>Yes, they are. / No, they're not.</i> <b>can for permission</b> <i>Can we play tennis?</i> <i>Yes, you can, but you can't play here.</i>	<b>Look after your body!</b> Learn about how we can keep our bodies strong	<b>A good friend</b> A real-life story Social and emotional skill: Identifying ways of being a good friend	Pre A1 Starters Listening Part 1 Speaking Part 3
<b>8 At home</b> Mission: Invite a friend to my house Page 94	Rooms and objects in the house Extension of objects in the house Sounds and spelling: <i>i</i>	<b>can for ability</b> <i>I can swim.</i> <i>He can't sing.</i> <i>Can you ride a horse?</i> <i>Yes, I can. / No, I can't.</i> <b>Prepositions in front of, between, behind</b> <i>There's a small rug in front of the armchair.</i>	<b>Houses around the world</b> Learn about different kinds of houses around the world	<b>The clock on the wall</b> A poem Social and emotional skill: Comforting others	Pre A1 Starters Listening Part 4 Speaking Part 4
<b>9 Happy holidays</b> Mission: Go on holiday Page 106	Clothes At the beach Sounds and spelling: <i>j, h</i>	<b>Imperatives</b> <i>Look at this T-shirt.</i> <i>Clean those shoes.</i> <b>like/enjoy + gerund me too / so do I</b> <i>I like flying my kite.</i> <i>So do I.</i> <i>I enjoy taking photos.</i> <i>Me too.</i>	<b>What can we see on holiday?</b> Learn about features of natural landscapes	<b>The monkey and the shark</b> A traditional story Social and emotional skill: Identifying friends	Pre A1 Starters Reading and Writing Part 5 Speaking Parts 3 and 4
<b>Review units 7-9</b>					
<b>Key Competencies Activity Bank page 121</b>					



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	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>Meet the family</b> Page 4	Character names	<b>Personal descriptions review</b> <i>How old is she? She's five. He's got long hair.</i>			
<b>1 A day on the farm</b> Mission: Make a daily routine chart Page 6	Countryside Daily routines <b>Sounds and spelling: r</b>	<b>Present continuous review</b> <i>Are you reading a book? No, I'm not. I'm doing my homework.</i> <b>Present simple for routines; o'clock</b> <i>What time do you get up? I get up at seven o'clock. What time does school finish? It finishes at four o'clock.</i>	<b>Look after our planet</b> Learn about how to look after our planet	<b>The race</b> A poem Social and emotional skill: Being supportive	A1 Movers Speaking Part 1
<b>2 My week</b> Mission: Plan a fun activities timetable for two friends Page 18	Days of the week Free time activities <b>Sounds and spelling: ay</b>	<b>How often ... ? and adverbs of frequency</b> <i>How often do you clean your teeth? Do you ever get up late? always, often, sometimes, never</i> <b>Present simple with always, often, sometimes, never</b> <i>He sometimes watches TV. They never play tennis.</i> <b>must/mustn't</b> <i>What must I do? You mustn't wear your skates in the house. You must put them in the cupboard.</i>	<b>Let's be healthy!</b> Learn about being safe when doing exercise and sports	<b>A bad, bad Monday morning</b> A narrative Social and emotional skill: Thinking about the consequences of our actions	A1 Movers Reading and Writing Part 1
<b>3 Party time!</b> Mission: Plan and act out a scene Page 30	Jobs and parties Physical descriptions <b>Sounds and spelling: /a:/</b>	<b>Present simple and present continuous</b> <i>I don't often listen to the radio. I'm not listening to it now.</i> <b>Why ... ? and Because ...</b> <i>Why are you asking a lot of questions? Because I love asking questions.</i>	<b>People who help us</b> Learn about people who help us at home, at school and in the community	<b>The costume party</b> A story Social and emotional skill: Asking for and offering help	A1 Movers Speaking Part 2
<b>Review units 1-3</b>					
<b>4 The family at home</b> Mission: Act out a visit to my cousins' new home Page 44	Extended family In and around the home <b>Sounds and spelling: /ʌ/</b>	<b>Comparative adjectives with -er/-ier and better/worse</b> <i>My cousin's hair is longer/curlier than my uncle's. Shelly's singing is worse than Gracie's.</i> <b>Possessive pronouns</b> <i>Our car is smaller than my aunt and uncle's car, but ours is newer than theirs.</i>	<b>Machines in our homes</b> Learn about machines at home and how they work	<b>Surprise!</b> A story Social and emotional skill: Initiative and managing one's own emotions	A1 Movers Listening Part 3

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>5 Animal world</b> Mission: Plan an animal documentary Page 56	Wild and domestic animals Action verbs <b>Sounds and spelling: g</b>	<b>Superlative adjectives</b> <i>This kitten's the prettiest/the fattest. These ice skates are the best.</i> <b>Prepositions: above, below, near, opposite</b> <i>The bat's above the tree. The snail's below the flower. The parrot's near the cage. The bus stop's opposite the zoo.</i>	<b>The animal kingdom</b> Learn about animals and their food	<b>Why the kangaroo has a pouch</b> An Australian dreamtime story Social and emotional skill: Helping others	A1 Movers Reading and Writing Part 2
<b>6 Our weather</b> Mission: Make a weather map for a country Page 68	The weather Clothes <b>Sounds and spelling: ee and y</b>	<b>was/were</b> <i>Were your grandparents here last weekend? Yes, they were. Were you at school on Tuesday? No, I wasn't.</i> <b>There was / There were</b> <i>Was there a scarf in the bedroom? Yes, there was. Were there any boots in the bedroom? No, there weren't.</i>	<b>What's the weather like today?</b> Learn about instruments to measure the weather	<b>Fun in all types of weather!</b> A poem Social and emotional skill: Thinking positively	A1 Movers Listening Part 1 and Part 2
<b>Review units 4-6</b>					
<b>7 Let's cook!</b> Mission: Make a class recipe book Page 82	Food Actions in the kitchen <b>Sounds and spelling: ch</b>	<b>Past simple: irregular verbs</b> <i>I went swimming last Saturday. I didn't go shopping yesterday. Did you go to the park? Yes, I did.</i> <b>Past simple: regular verbs</b> <i>I liked cooking them! I fried the onions. I stopped because you started asking me questions.</i>	<b>Plants are delicious!</b> Learn about how we use plants in food	<b>Sonny's dream job</b> A fantasy story Social and emotional skill: Perseverance	A1 Movers Speaking Part 3
<b>8 Around town</b> Mission: Write a trip review Page 94	A day trip Places in town <b>Sounds and spelling: ow and oa</b>	<b>Past simple: more irregular verbs</b> <i>I found my old hat. He bought it last year.</i> <b>have to / don't have to</b> <i>I have to see the eye doctor at the hospital. My brother has to wear glasses. Do you have to wear glasses? Yes, I do.</i>	<b>Road safety</b> Learn how to be safe in town	<b>Tom's first day on the school bus</b> A fantasy story Social and emotional skill: Being optimistic	A1 Movers Listening Part 4
<b>9 A big change</b> Mission: Plan a holiday world tour Page 106	Adjectives for opinions and feelings A new adventure <b>Sounds and spelling: ing or in</b>	<b>Comparative adjectives with more</b> <i>Circus clothes are more beautiful than these. The circus is more exciting than the farm!</i> <b>Superlative adjectives with most</b> <i>This city is one of the most beautiful in the world. In my family, my brother is the most frightened of spiders.</i>	<b>The wonders of the world</b> Learn about natural and manmade wonders of the world	<b>The mystery picnic</b> A counting poem Social and emotional skill: Pride in your work	A1 Movers Reading and Writing Part 3
<b>Review units 7-9</b>					
<b>Key Competencies Activity Bank page 121</b>					



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	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>Welcome to Diversicus</b> Page 4	Main character names Greetings and introductions	<b>Language review</b> Questions and answers Greetings			
<b>1 Practice time</b> Mission: Plan a week in the life of a circus artist Page 6	Telling the time Activity verbs <b>Sounds and spelling:</b> numbers	<b>Review: question words</b> <i>how, what, when, where, which, who, why</i> <b>was/were + could</b> <i>I could hop on one leg when I was four. I couldn't skip.</i>	<b>Balancing act</b> Learn about balance and coordination A Russian Olympic athlete	<b>The circus child</b> A real-life story Social and emotional skill: perseverance	A1 Movers Reading and Writing Part 6
<b>2 What's for breakfast?</b> Mission: Become a restaurant owner Page 18	Food and drink Past simple irregular verbs <b>Sounds and spelling:</b> c spelling for 's' and 'k' sound	<b>Defining relative clauses</b> <i>It's the place where I studied. Can you see the woman who is cooking in the kitchen? They're the mountains which I climbed with my father.</i> <b>Past simple + with/when</b> <i>When we finished lunch we went to the funfair.</i>	<b>Food, glorious food</b> Learn about food and nutrition Breakfast in China and around the world	<b>The old man and the small fish</b> A real-life story Social and emotional skill: showing respect for decisions of others	A1 Movers Listening Part 5
<b>3 A healthy body</b> Mission: Become a health expert Page 30	Parts of the body Health problems <b>Sounds and spelling:</b> kn and n spelling for 'n' sound	<b>Review of comparative and superlative adjectives, as ... as</b> <i>I'm not as strong as you. Jenny is taller than you. Ivan is the strongest man here.</i> <b>want/need + infinitive</b> <i>I want to go to the party. You need to drink. I don't want to drink.</i>	<b>Work your body</b> Learn about bones and joints Yoga in Indonesia	<b>Too-too-moo and the Komodo dragon</b> A fantasy play script Social and emotional skill: showing empathy for others	A1 Movers Reading and Writing Part 4
<b>Review Units 1-3</b>					
<b>4 Fun in the jungle</b> Mission: Create a jungle adventure park Page 44	Natural features Past simple verbs <b>Sounds and spelling:</b> l, ll and le spelling for 'l' sound	<b>Adverbs</b> <i>well, badly, loudly, quietly, quickly, slowly, carefully, beautifully, hard, fast</i> <b>Comparative adverbs</b> <i>Elephants can move faster than snakes. Monkeys can climb better than tigers. Bears can run more quickly than monkeys.</i>	<b>From the roots to the flower</b> Learn about plants and how they grow Carnivorous plants in India and around the world	<b>The story of Rama and Sita</b> An Indian myth Social and emotional skill: helping others	A1 Movers Reading and Writing Part 5

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>5 Behind the scenes</b> Mission: Prepare a performance Page 56	Describing clothes Materials <b>Sounds and spelling:</b> -igh and -ie spelling	<b>be made of</b> <i>What's it made of? It's made of gold. What are the wings made of? They're made of paper.</i> <b>shall, could and let's for suggestions</b> <i>Shall we design some props? Let's design the sea. We could use blue paper.</i>	<b>Materials and properties</b> Learn about the properties of different materials Greek masks	<b>The myth of Icarus</b> A Greek myth Social and emotional skill: Listening to others	A2 Flyers Speaking Part 3
<b>6 Classroom stars</b> Mission: Have a school prize-giving ceremony Page 68	School subjects Extension of school vocabulary <b>Sounds and spelling:</b> f and ph spelling for 'f' sound	<b>should/shouldn't</b> <i>You should listen to your teacher. You shouldn't talk when your teacher's giving the lesson. Should you copy in exams? No, you shouldn't.</i> <b>be good at + noun/gerund</b> <i>I'm good at maths. Are you good at sport? I'm not very good at drawing.</i>	<b>Where are we?</b> Learn about maps and symbols Cappadocia in Turkey	<b>The project</b> A narration and poem Social and emotional skill: team work and respecting the ideas of others	A2 Flyers Listening Part 1
<b>Review Units 4-6</b>					
<b>7 When I grow up ...</b> Mission: Choose your dream job Page 82	Jobs Personality adjectives <b>Sounds and spelling:</b> -er, -ar and -or endings	<b>when and if clauses (zero conditionals)</b> <i>When you dance, you look in the mirror. If you win, you get a big prize. If William wins, he wants to buy a fantastic new camera.</i> <b>look like, be like</b> <i>What does your grandad look like? He's very tall and he's got short, grey hair. What's your uncle like? He's very friendly.</i>	<b>Time detectives</b> Learn about archaeology The Altamira Caves in Spain	<b>Don Quixote, Sancho and the windmills</b> An adventure play script Social and emotional skill: responding appropriately to other people's emotional state	A2 Flyers Reading and Writing Part 1
<b>8 City break</b> Mission: Create a guide to a town Page 94	Directions Places in town <b>Sounds and spelling:</b> revision of the 'th' sound	<b>Future with be going to</b> <i>I'm going to take my umbrella. It isn't going to rain. What are we going to see first?</i> <b>Prepositions of movement</b> <i>across, into, out of, over, past, round, through</i>	<b>Home, sweet home</b> Learn about cities, towns and villages New York City	<b>The road to Hope</b> A poem Social and emotional skill: managing own emotions	A2 Flyers Speaking Part 1
<b>9 Let's travel!</b> Mission: Organise a summer camp Page 106	Adjectives On holiday <b>Sounds and spelling:</b> ge spelling for 'j' sound	<b>before, after, when clauses</b> <i>Rose got really wet before I gave her my umbrella. He ran really fast when Fred came out of the trees. After we met Grandma's sister in China, we ate the fantastic noodles.</i> <b>-ed/-ing adjective endings</b> <i>excited/exciting interested/interesting</i>	<b>North, south, east and west</b> Learn about what to take on a hiking trip A hiking trip in Mexico	<b>The story of Popocatepetl and Iztaccihuatl</b> A narration and legend Social and emotional skill: showing respect for other cultures	A2 Flyers Reading and Writing Part 7
<b>Review Units 7-9</b>					
<b>Grammar reference page 120</b>					



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	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>Meet Diversicus</b> Page 4	Main character names Describing people	Revision of Level 4			
<b>1 This year's trip</b> Mission: Prepare a holiday planner for this school year Page 6	Months and ordinal numbers Journeys Sounds and spelling: stress in months vocabulary	<i>might/may</i> <i>It might be hot.</i> <i>You may need a strong pair of boots.</i> <b>Indefinite pronouns</b> <i>everywhere, somewhere, anywhere, nowhere; everyone, someone, anyone, no-one; everything, something, anything, nothing</i>	<b>What's the climate like?</b> Learn about climates and climate zones  The Arabian Desert	<b>The lion of the seas</b> A children's encyclopedia entry  Social and emotional skill: Self-confidence and bravery	A2 Flyers Reading and Writing Part 2
<b>2 Our beautiful planet</b> Mission: Write an explorer's expedition diary Page 18	The natural world Animals Sounds and spelling: silent e	<b>Past simple review: regular and irregular verbs; ago</b> <i>We got here a week ago.</i> <i>We didn't visit Uluru.</i> <i>Did you go away last month?</i> <b>too and enough</b> <i>There's too much plastic.</i> <i>There isn't enough water.</i>	<b>Save our world</b> Learn about endangered animals  Animals in Australia	<b>When Dad lost his glasses</b> A poem  Social and emotional skill: Showing awareness of how others feel	A2 Flyers Listening Part 2
<b>3 Let's celebrate!</b> Mission: Have a class quiz in teams Page 30	Competitions Music and festivals Sounds and spelling: b and v	<b>Present perfect for experience</b> <i>Have you ever eaten black beans?</i> <i>Have you ever danced samba?</i> <b>Present perfect with just, already, yet</b> <i>I've already taken more than 100 photos.</i> <i>I haven't seen the pyramids yet.</i> <i>We've just finished in Brazil.</i>	<b>Making music history</b> Learn about the history of musical instruments  Brazilian carnival music	<b>The local football hero</b> A real-life story  Social and emotional skill: Resilience and perseverance	A2 Flyers Listening Part 3
<b>Review Units 1–3</b>					
<b>4 Time of our lives</b> Mission: Write a chain story about a mystery Page 44	Verbs for offers, promises and requests Telling the time Sounds and spelling: alternative spellings for ee	<b>Past continuous</b> <i>While I was cleaning my bike, my sister was watching TV.</i> <i>I was getting hot when Mum came out.</i> <b>Present perfect with since/for</b> <i>We've been here since five past four.</i> <i>We've been here for a quarter of an hour.</i>	<b>Time zones</b> Learn about time zones  New Year celebrations around the world	<b>The legend of Mother Mountain</b> A legend  Social and emotional skill: Understanding how actions can affect the environment	A2 Flyers Listening Part 4

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>5 Let it snow!</b> Mission: Prepare a TV weather report Page 56	Seasons and weather In winter Sounds and spelling: revision of -er, -ar and -or endings	<b>will/won't</b> <i>I'll water their garden.</i> <i>We won't talk about football.</i> <b>Conjunctions: so and because</b> <i>The weather's really cold, so we have to wear warm clothes.</i> <i>Today we couldn't go skiing because it was foggy.</i>	<b>Spring, summer, autumn, winter</b> Learn about why we have seasons  Climate in Argentina	<b>Tomás and the snowman</b> A real-life story  Social and emotional skill: Showing remorse	A2 Flyers Speaking Part 2
<b>6 Working together</b> Mission: Invent something to help with a job Page 68	Jobs World of work Sounds and spelling: stress in compound nouns	<b>Tag questions</b> <i>You eat everything, don't you?</i> <i>You can cycle, can't you?</i> <b>Short questions</b> <i>'I didn't go to the bank on Friday morning.' 'Didn't you?'</i> <i>'It was my twin brother.'</i> <i>'Was it?'</i>	<b>Inventions and robotics</b> Learn about inventions and robotics  South Korean inventions	<b>Buddie and Seo-joon's adventure</b> A science-fiction script  Social and emotional skill: Friendship	A2 Flyers Reading and Writing Part 4
<b>Review Units 4–6</b>					
<b>7 Then and now</b> Mission: Create an encyclopedia entry Page 82	Things in the home Adjectives to describe objects Sounds and spelling: j spelling	<b>Past participles</b> <i>seen, found, driven, ridden, taken, broken, gone, left, tried, forgotten, put, stood, fallen, cut</i> <b>be used for/to</b> <i>It was used for cooking food.</i> <i>It was used to cook food.</i>	<b>Time machines</b> Learn about the evolution of objects  The pyramids of Ancient Egypt	<b>The boy king</b> A historical fiction story  Social and emotional skill: Taking a different perspective	A2 Flyers Reading and Writing Part 5
<b>8 Space travel</b> Mission: Plan a space mission Page 94	In space Adventure words Sounds and spelling: s + consonant(s)	<b>will and going to</b> <i>Spaceships will improve.</i> <i>Are you going to watch space films?</i> <b>Review of past tenses</b> <i>Ivan landed his rocket on the new planet. He was turning off his engine when he heard a strange noise.</i>	<b>Preparing for Mars</b> Learn about space exploration  An Italian astronaut at the ISS	<b>The space blog</b> A science-fiction story  Social and emotional skill: Managing own emotions	A2 Flyers Reading and Writing Part 3
<b>9 Great bakers</b> Mission: Take part in a cooking competition Page 106	Mealtimes and snacks Cooking Sounds and spelling: sh	<b>It smells/tastes/looks/feels/sounds like ...</b> <i>I wanted to know what it tasted like.</i> <i>It felt like dry grass.</i> <i>It smelt like carrot cake.</i> <i>It looked like a nest.</i> <i>It sounded like someone playing an electric guitar.</i> <b>make somebody + adjective</b> <i>The smell's making me hungry.</i>	<b>How chocolate is made</b> Learn about chocolate production  Traditional food in the UK	<b>The gingerbread girl's adventure</b> A fairy tale adaptation  Social and emotional skill: Being passionate about what you do	A2 Flyers Reading and Writing Part 6
<b>Review Units 7–9</b>					
<b>Grammar reference</b> page 120 <b>Key Competencies Activity Bank</b> page 128					



# Map of the book

	Vocabulary	Grammar	Literature	Cross-curricular	Exam
<b>1 In style</b> Mission: Write a review Page 4	Clothes Parts of clothes <b>Pronunciation:</b> plural pronunciation of 's'	<b>Comparative adjectives, adverbs and as...as</b> <i>On the first site, the shoes were much more expensive.</i> <i>I took the T-shirt out of the box as quickly as I could.</i> <b>The present simple with future meaning</b> <i>The bus leaves at quarter past six.</i>	<b>King Canute's day on the beach</b> A story Social and emotional skill: dealing with frustration	<b>Clothes throughout history</b> Learn about clothes and materials in the past, present and future.	A2 Key for Schools: Reading and Writing Part 1 A2 Key for Schools: Listening Part 1
<b>2 Future technology</b> Mission: Recommend new technology Page 16	Technology Verbs for using computers <b>Pronunciation:</b> syllabus stress in two-syllable words	<b>The first conditional</b> <i>If my mum says it's OK, then I'll go.</i> <b>The zero and first conditional</b> <i>If the floor is dirty, a robot drives around and cleans.</i> <i>If I'm hungry, I'll ask the freezer, "What ice cream have we got?"</i>	<b>The IAST Times</b> A newspaper article Social and emotional skill: dealing with jealousy	<b>How to make an app</b> Learn what an app is and what you need to make one.	A2 Key for Schools: Speaking Part 1 A2 Key for Schools: Reading and Writing Part 2
<b>3 Jim-nastics</b> Mission: Invent a new sport Page 28	Sports Sporting actions, people and equipment <b>Pronunciation:</b> contracted forms	<b>The passive (present simple)</b> <i>Dog surfing competitions are organised by people all around the world.</i> <b>Modal verbs</b> <i>Birch may have made a mistake.</i> <i>This could be the most important point today.</i> <i>The ball might go into the net!</i> <i>Shall we watch that goal again?</i>	<b>The Spartan Princess</b> A comic book Social and emotional skill: perseverance	<b>How athletes prepare for sport</b> Learn how athletes train, eat and sleep before competitions.	A2 Key for Schools: Listening Part 2 A2 Key for Schools: Reading and Writing Part 5
<b>Review units 1-3</b>					
<b>4 Be careful!</b> Mission: Find out about emergency services Page 42	Accidents and illnesses Health and medicine <b>Pronunciation:</b> sentence stress	<b>The present perfect with how long, for and since</b> <i>I haven't been well for a week.</i> <i>She's had a problem with her heart since April.</i> <b>The present continuous for future plans</b> <i>We're taking her to the vet this evening.</i>	<b>The £20,000 adventure</b> A story Social and emotional skill: dealing with fear	<b>Changes in medicine</b> Learn about vaccinations and treatments.	A2 Key for Schools: Reading and Writing Part 4 A2 Key for Schools: Listening Part 4
<b>5 Fun foods</b> Mission: Take part in a cooking competition Page 54	Cooking ingredients Cooking actions and equipment <b>Pronunciation:</b> verb endings in the past	<b>Rather and prefer</b> <i>I prefer carrots to broccoli.</i> <i>I'd rather have salmon.</i> <b>The passive (past simple)</b> <i>The sandwich wasn't made from bread.</i> <i>It was made from two cookies and some ice cream.</i>	<b>The very, very interesting diary of Juana Sánchez</b> A diary Social and emotional skill: apologising and showing empathy	<b>Food groups</b> Learn about why some foods are good for you.	A2 Key for Schools: Listening Part 5 A2 Key for Schools: Reading and Writing Part 7

	Vocabulary	Grammar	Literature	Cross-curricular	Exam
<b>6 Environmentally friendly</b> Mission: Share ideas to protect your environment! Page 66	Home The environment <b>Pronunciation:</b> schwa	<b>A lot of, lots of, a few, a little, many, much</b> <i>There's a lot of water from our town's river.</i> <i>There are lots of fish living in the water.</i> <i>Many people don't believe me.</i> <i>My house doesn't use much electricity.</i> <i>When we have a little rubbish, we try to use it.</i> <i>We only throw away a few bags each year.</i> <b>Tag questions</b> <i>Everyone recycles a lot, don't they?</i> <i>You couldn't recycle, could you?</i>	<b>The fall of a Mayan city</b> A story Social and emotional skill: looking after the environment	<b>Ecosystems in the city</b> Learn about the animals that make their home in the city.	A2 Key for Schools: Speaking Part 2 A2 Key for Schools: Reading and Writing Part 6
<b>Review units 4-6</b>					
<b>7 Feeling it</b> Mission: Make a 'feelings wheel' Page 80	Feeling and emotions Wellbeing <b>Pronunciation:</b> /b/ /v/ /w/	<b>Needn't, have to, should, ought to, must, mustn't</b> <i>I have to wait until I'm older.</i> <i>If your parents say you can't have a snake, you must listen to them!</i> <i>You mustn't get a snake without telling your parents!</i> <i>You needn't worry if some of your ideas aren't very good.</i> <i>You should try to be satisfied with what you have.</i> <i>You ought to write about something you love.</i> <b>Such ... that / so ... that</b> <i>It's so fun that my mum and I always laugh a lot!</i> <i>It's such a relaxing place that I once fell asleep there!</i>	<b>The cowboy who cried wolf</b> A story Social and emotional skill: telling the truth	<b>Emotional awareness</b> Learn about empathy and how we show emotions.	A2 Key for Schools: Reading and Writing Part 3 A2 Key for Schools: Listening Part 3
<b>8 Pretty cities</b> Mission: Plan a city visit Page 92	A tour of a city Visiting new places <b>Pronunciation:</b> intonation in questions	<b>Indirect questions</b> <i>Do you know how many paintings there are?</i> <b>Used to / didn't used to</b> <i>They used to make the air very dirty.</i> <i>Today the trains are electric, but they didn't use to be.</i>	<b>The case of the Butterfly Diamond</b> A novel Social and emotional skill: managing stress	<b>Responsible tourism</b> Learn how to look after places when you go on holiday.	A2 Key for Schools: Reading and Writing Part 4 A2 Key for Schools: Reading and Writing Part 5
<b>9 Lights, camera, action!</b> Mission: Make a scene for a film or TV show Page 104	TV and film genres Television <b>Pronunciation:</b> word stress	<b>Causative have/get</b> <i>Mum's having a special superhero cake made for me.</i> <b>The second conditional</b> <i>If I had \$250 million, I'd buy cameras and costumes for the actors.</i>	<b>The Monster in our Homes!</b> A poem Social and emotional skill: identifying and expressing an opinion	<b>Special effects</b> Learn how special effects are used in films.	A2 Key for Schools: Reading and Writing Part 7 A2 Key for Schools: Reading and Writing Part 6
<b>Review units 7-9</b>					
<b>Pronunciation</b>					
<b>Grammar reference</b>					