



# Map of the book

# Level 1

	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 <i>All about me</i> book Page 18	Family Parts of the body Sounds and spelling: <i>th</i> and <i>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</b> <b>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>					



# Map of the book

# Level 2

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>The Friendly Family</b>	Character names <i>both, twins</i>	<b>Greetings and introductions</b> <i>What's your name? My name's Jim. How old are you? I'm seven. Where do you live? I live in England. Nice to meet you.</i>			
<b>1 Farmyard fun</b> Mission: Create a school daily routines poster	Farmyard fun and nature Daily routines <b>Sounds and spelling: r</b>	<b>Present continuous review</b> <b>Present simple for routines</b> <i>I get up. I wash my face. I have / He/She has (breakfast/ lunch/dinner/a shower) at (seven) o'clock.</i>	<b>Look after our planet</b> Learn about how to save our planet's resources	<b>The race</b> A poem Social and emotional skill: being supportive	A1 Movers Speaking Part 1
<b>2 My day</b> Mission: Create and do a free time activities survey	Days of the week Free time activities <b>Sounds and spelling: ay</b>	<b>How often...?</b> <i>How often do you play football? / go for a swim? ever, once, twice</i> <b>present simple with always, often, sometimes, never</b> <i>I play football every Saturday. He sometimes watches TV. They never play tennis.</i> <b>must/mustn't</b> <i>You must wear a helmet.</i>	<b>Let's be healthy!</b> Learn about being safe when doing exercise and sports	<b>Back to school new rules</b> A poem Social and emotional skill: thinking about consequences of our actions	A1 Movers Reading and Writing Part 1
<b>3 At a costume party</b> Mission: Create a comic strip	Jobs and parties Adjectives for physical descriptions <b>Sounds and spelling: a-e, u-e, i-e</b>	<b>Present simple and present continuous</b> <i>He's a superhero. He helps people every day. Look, he's flying!</i> <b>Why...? and Because...</b> <i>Why are you laughing? Because Sara's costume is funny.</i>	<b>People who help us</b> Learn about people who help us at home, at school and in the community	<b>The three clowns</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 At home</b> Mission: Write and act out a scene from a play	Extended family In and around the home <b>Sounds and spelling: /ʌ/ in uncle, son, cousin</b>	<b>Comparative adjectives with -er/-ier</b> <i>I'm taller than you. My aunt has got curlier hair than my mum.</i> <b>Possessive pronouns and possessive 's</b> <i>My brother's hair is shorter than my sister's hair, but hers is curlier than his. 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 real-life story Social and emotional skill: initiative and managing own emotions	A1 Movers Listening Part 3

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>5 Animal kingdom</b> Mission: Make a zoo	Wild and domestic animals Action verbs <b>Sounds and spelling: g</b>	<b>Short superlatives</b> <i>The bear is the biggest animal.</i> <b>Where's...?</b> <b>Prepositions near, opposite, above, below</b> <i>Where's the panda's tree? It's near the lake.</i>	<b>The animal kingdom</b> Learn about animals and what they eat	<b>The urraca and the quetzal</b> A traditional story Social and emotional skill: being happy with who you are	A1 Movers Reading and Writing Part 2
<b>6 What's the weather like?</b> Mission: Make and present a weather map	The weather Clothes <b>Sounds and spelling: y</b>	<b>was / were</b> <i>Were your grandparents here last weekend? Yes, they were. Were you at school yesterday? No, I wasn't.</i> <b>There was / There were</b> <i>There was a scarf in the bag. There were some boots on the stairs.</i>	<b>What's the weather like today?</b> Learn about what instruments we use to measure the weather	<b>How the kangaroo got its pouch</b> A dream story Social and emotional skill: helping others	A1 Movers Listening Part 2
<b>Review units 4-6</b>					
<b>7 Let's cook!</b> Mission: Create a restaurant menu	Food Actions in the kitchen <b>Sounds and spelling: ch</b>	<b>Past simple – irregular verbs</b> <i>made, put, ate, saw, had, drank, went</i> <b>Past simple – regular verbs</b> <i>Mark washed the potatoes. Annie dropped the dish.</i>	<b>Plants are delicious!</b> Learn about how we use plants in food	<b>Mr Barudy's amazing cheese sandwich shop</b> A fantasy story Social and emotional skill: resilience	A1 Movers Speaking Part 3
<b>8 Around the town</b> Mission: Make a travel diary	Journeys and travel Places in the city <b>Sounds and spelling: v</b>	<b>Past simple – more irregular verbs</b> <i>found, bought, lost, came, drew, took, gave</i> <b>Have to/don't have to</b> <i>We have to go to the bus station.</i>	<b>Road safety</b> Learn how to be safe in town	<b>The fantastic journey</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	Adjectives of opinions and feelings A new adventure <b>Sounds and spelling: igh</b>	<b>Comparative adjectives with more</b> <i>This house is more beautiful than that one.</i> <b>Superlative adjectives with most</b> <i>This is the most exciting place in the world.</i>	<b>Around the world</b> Learn about natural and manmade wonders of the world	<b>One hundred steps</b> A poem Social and emotional skill: pride	A1 Movers Reading and Writing Part 3
<b>Review units 7-9</b>					



# Map of the book

# Level 3

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>Welcome to Diversicus</b> Page 4	Main character names Greeting 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> Realistic fiction Social and emotional skill: self-control over emotions and behaviour	A1 Movers Reading and Writing Part 5
<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 as '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 her father.</i> <b>Past simple + 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> Realistic fiction Social and emotional skill: show 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 <b>Sounds and spelling:</b> 'kn' and 'n' for n spelling	<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: show empathy with 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> / sound with 'l', 'll' and 'le' spelling	<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: show awareness of how others feel	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 'i-e' spelling	<b>be made of</b> <i>What is it made of? It's made of gold. They aren't made of rubber.</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: sharing and 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' for f spelling	<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 respect for 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 grandpa 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: respond appropriately to other people's emotional state	A2 Flyers Reading and Writing Part 1
<b>8 City break</b> Mission: Create a guide to your town Page 94	Directions Places in town <b>Sounds and spelling:</b> revision of the 'th' sound	<b>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: show awareness of how others feel	A2 Flyers Speaking Part 1
<b>9 Let's travel!</b> Mission: Organise a summer camp Page 106	Adjectives Holiday words <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: manage emotions when upset	A2 Flyers Reading and Writing Part 7
<b>Review units 7-9</b>					
<b>Grammar reference</b>					



# Map of the book

# Level 4

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
<b>Meet Diversicus</b> Page 4	Main character names Language review	<b>Auxiliaries review</b> <i>do, be, can</i>			
<b>1 This year's trip</b> Mission: Prepare a holiday planner for this school year Page 6	Months and ordinal numbers Journeys <b>Sounds and spelling: stress in months vocabulary</b>	<b>might/may</b> <i>You may need your sunglasses. I might not enjoy it.</i> <b>Indefinite pronouns</b> <i>somewhere, anywhere, everywhere, nowhere; someone, anyone, everyone, no one; something, anything, everything, nothing</i>	<b>What's the climate like?</b> 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 determination	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 <b>Sounds and spelling: s + consonant(s)</b>	<b>Past simple review: regular and irregular verbs</b> <i>A kangaroo appeared behind a tree. You came back from your field trip two days ago.</i> <b>too and enough</b> <i>There's too much plastic. There isn't enough water.</i>	<b>Save our world</b> Endangered animals Animals in Australia	<b>When Dad lost his glasses</b> A poem Social and emotional skill: resilience and perseverance	A2 Flyers Listening Part 2
<b>3 Let's celebrate!</b> Mission: Plan a competition to win a concert ticket Page 30	Competitions Music and festivals <b>Sounds and spelling: v and b</b>	<b>Present perfect for experience</b> <i>I've seen a photo of that. Ivan, have you ever lifted a castle?</i> <b>Present perfect with just, already, yet</b> <i>They've just finished their shows in Brazil. Su-Lin hasn't visited the pyramids in Egypt yet. Jenny's already taken 100 photos.</i>	<b>Making music history</b> The history of musical instruments Brazilian carnival music	<b>The favela football girl</b> A real-life story Social and emotional skill: responding appropriately to others' emotional state	A2 Flyers Listening Part 3
<b>Review units 1-3</b>					
<b>4 Time of our life</b> Mission: Write a chain story Page 44	Offers and promises Extension of telling the time <b>Sounds and spelling: alternative spellings for ee</b>	<b>Past continuous</b> <i>We were driving along the road when we had a problem. What were you doing?</i> <b>for and since</b> <i>He's lived here for ten months. He's lived here since January 15<sup>th</sup>.</i>	<b>What time is it there?</b> Time zones New Year in Colombia and around the world	<b>The legend of Mother Mountain</b> A legend Social and emotional skill: showing empathy with nature	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 <b>Sounds and spelling: revision of schwa endings</b>	<b>will/won't</b> <i>We'll have a lovely day out. We won't finish all of that.</i> <b>Conjunctions: so and because</b> <i>The weather's really cold so we have to wear warm clothes. I fell over because I was skating too quickly.</i>	<b>Summer, autumn, winter, spring</b> Seasons and weather Weather in Argentina	<b>Tomás and the snowman</b> A real-life story Social and emotional skill: social awareness and empathy	A2 Flyers Speaking Part 2
<b>6 Working together</b> Mission: Invent and make a tool for a job Page 68	Jobs Work <b>Sounds and spelling: stress in compound nouns</b>	<b>Tag questions</b> <i>They invented K-pop music, didn't they? You aren't going to get one, are you?</i> <b>Short questions</b> <i>I've been in my room all morning. Have you? I didn't take it. Didn't you?</i>	<b>World of robots</b> Inventions and robotics South Korean inventions	<b>Buddie and Seo-joon's adventure</b> A science fiction play Social and emotional skill: friendship	A2 Flyers Reading and Writing Part 4
<b>Review units 4-6</b>					
<b>7 When I grow up ...</b> Mission: Create an encyclopedia entry Page 82	Things in the home Adjectives to describe objects <b>Sounds and spelling: dge and other 'j' spellings</b>	<b>Past participles</b> <i>seen, found, driven, ridden, taken, broken, gone, left, forgotten, put, come, fallen, cut</i> <b>be used for/to</b> <i>A fridge is used for keeping food cold. A fridge is used to keep food cold.</i>	<b>Time machines</b> The evolution of objects The pyramids of Ancient Egypt	<b>The boy king</b> An 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 verbs <b>Sounds and spelling: silent 'e'</b>	<b>Contrastive review of future tenses</b> <i>What do you think life will be like then? He's going to travel into deep space.</i> <b>Contrastive review of past tenses</b> <i>He was turning off his engine when he heard a strange noise.</i>	<b>Preparing for Mars</b> Space exploration Biography of an Italian astronaut	<b>The space blog</b> A science fiction story Social and emotional skill: responsibility and resilience	A2 Flyers Reading and Writing Part 3
<b>9 Great bakers</b> Mission: Participate in a cooking competition Page 106	Mealtimes and snacks Baking <b>Sounds and spelling: sh</b>	<b>It smells / tastes / looks / feels / sounds like</b> <i>This sun cream smells like coconut. This rug feels nice and soft. It sounds like Egyptian music. They don't look like forks and spoons. They don't taste like spaghetti. make someone + adjective</i> <i>The smell's making me hungry.</i>	<b>How chocolate is made</b> Processes for making food Traditional food in the UK	<b>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>					

# Map of the book



**1 In style**  
Mission: Write a review of a shop  
Page 4

**2 Future technology**  
Mission: Recommend some new technology  
Page 16

**3 Jim-nastics**  
Mission: Invent a new sport  
Page 28

**4 Be careful!**  
Mission: Find out about emergency services  
Page 42

**5 Fun foods**  
Mission: Take part in a cooking competition  
Page 54

Vocabulary	Grammar	Literature	Cross-curricular	Exam
Items of clothing 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>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.	Key for Schools: Reading and Writing Part 1 Key for Schools: Listening Part 1
Technology Verbs for using computers <b>Pronunciation:</b> syllabus stress in 2-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.	Key for Schools: Speaking Part 1 Key for Schools: Reading and Writing Part 2
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 the 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.	Key for Schools: Listening Part 2 Key for Schools: Reading and Writing Part 5
<b>Review units 1-3</b>				
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 for three months.</i> <i>I haven't had a cold since January.</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: cooperation and dealing with fear	<b>Changes in medicine</b> Learn about vaccinations and treatments.	Key for Schools: Reading and Writing Part 4 Key for Schools: Listening Part 4
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 Sanchez</b> A diary Social and emotional skill: apologising and empathy	<b>Food groups</b> Learn about why some foods are good for you.	Key for Schools: Listening Part 5 Key for Schools: Reading and Writing Part 7

# Level 5

**6 Environmentally Friendly**  
Mission: Protect your environment!  
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Vocabulary	Grammar	Literature	Cross-curricular	Exam
Home The environment <b>Pronunciation:</b> schwa	<b>a lot of, lots of, a few, a little, many and 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 is great because it 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.	Key for Schools: Speaking Part 2 Key for Schools: Reading and Writing Part 6

**7 Feeling it**  
Mission: Make a 'feelings wheel' for school  
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<b>Review units 4-6</b>				
Feeling and emotions Wellbeing <b>Pronunciation:</b> /b/ /v/ /w/	<b>Needn't, have to, should, ought to, must and 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 a... that and 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.	Key for Schools: Reading and Writing Part 3 Key for Schools: Listening Part 3

**8 Pretty cities**  
Mission: Plan a city visit  
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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</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 - Chapter One</b> A novel Social and emotional skill: managing stress	<b>Responsible tourism</b> Learn how to look after places when you go on holiday.	Key for Schools: Reading and Writing Part 4 Preliminary for Schools: Reading and Writing Part 6
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**9 Lights, camera, action!**  
Mission: Make a scene for a film or TV show  
Page 104

TV and film genres Television <b>Pronunciation:</b> word stress	<b>The 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.	Key for Schools: Reading and Writing Part 7 Preliminary for Schools: Reading and Writing Part 7
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<b>Review units 7-9</b>				
<b>Pronunciation</b>				
<b>Grammar reference</b>				



# Map of the book

# Level 6

	Vocabulary	Grammar	Literature	Cross-curricular	Assessment
<b>1 A song and a dance</b> Mission: Plan an outing to a music concert in a group	Types of music Adjectives to describe personality <b>Pronunciation:</b> linking - consonants to vowels	<b>Adjectives + prepositions</b> <i>I'm not keen on jazz.</i> <i>Classical music can be good for your health.</i> <b>so/nor with auxiliaries</b> <i>He's quite bossy. So am I.</i> <i>I often listen to jazz music. So does Sam.</i>	<b>The gig</b> A diary Social and emotional skill: facing your fears	<b>Changes in music</b> Learn about how musicians have influenced music in the past and present.	Preliminary for Schools: Reading Part 1 Preliminary for Schools: Listening Part 1
<b>2 Big wide world</b> Mission: Make a world 'amazing facts' encyclopedia	Continents, language and culture The world around us <b>Pronunciation:</b> stress in comparative structures	<b>Defining and non-defining relative clauses</b> <i>Canada is the country which has the most lakes.</i> <i>South Africa, which has a population of 53 million people, has eleven official languages.</i> <b>More ... than, fewer ... than, less ... than, the most, the fewest</b> <i>Wales has more valleys than the Netherlands.</i> <i>In New Zealand, there are fewer people than sheep.</i> <i>There's less traffic in this city than there used to be.</i>	<b>Festivals around the world</b> A magazine article Social and emotional skill: respecting other cultures	<b>World organisations</b> Learn about the UN and other world organisations.	Preliminary for Schools: Speaking Part 1 Preliminary for Schools: Reading Part 4
<b>3 Shopping around</b> Mission: Write a 'shopping' section for a city travel guide	Shopping and money Shopping actions <b>Pronunciation:</b> pronunciation of gerunds	<b>Verbs + gerund</b> <i>Do I fancy buying one?</i> <i>When you've finished eating the ice cream, you need to wash your cone.</i> <b>Verbs + Infinitive</b> <i>need to, would like to, hope to, prefer to, try to, want to</i> <b>Consolidation of gerunds as subjects and objects</b> <i>Buying second-hand clothes is a good way to save money.</i> <i>The best thing about shopping is finding a bargain.</i>	<b>Where's Wanda?</b> A story Social and emotional skill: Valuing a gift	<b>Starting a business</b> Learn about different types of business and how they work.	Preliminary for Schools: Speaking Part 3 Preliminary for Schools: Reading Part 6
<b>Review units 1-3</b>					
<b>4 Getting about</b> Mission: Prepare an exchange trip with a student in another country	At the airport Travelling by plane <b>Pronunciation:</b> weak forms in the passive	<b>Review of passive forms</b> <i>The man was taken to the police station.</i> <b>Phrasal verbs and the object</b> <i>check in, check out</i> <i>take off, take up</i> <i>put on, put up with</i> <i>look after, look up</i>	<b>How we got home from our holiday</b> A chapter from a novel Social and emotional skill: Keeping calm under pressure	<b>Flying machines</b> Learn about the history of flight and planes.	Preliminary for Schools: Reading Part 2 Preliminary for Schools: Speaking Part 2

	Vocabulary	Grammar	Literature	Cross-curricular	Assessment
<b>5 Study smarter</b> Mission: Create and take a class quiz	Education Feelings and emotions <b>Pronunciation:</b> sentence stress in past perfect	<b>Past simple Vs. present perfect</b> <i>Have you finished your project?</i> <i>Yes, I have. I did it yesterday.</i> <b>Past perfect</b> <i>I was disappointed with my result because I had studied a lot.</i>	<b>My first camping trip</b> A horror story Social and emotional skill: Learning new things	<b>Study skills</b> Learn about the importance of using various sources when doing research.	Preliminary for Schools: Reading Part 5 Preliminary for Schools: Writing Part 2
<b>6 Good job!</b> Mission: Attend a job-fair event with school	Occupations The world of work <b>Pronunciation:</b> linking groups of words	<b>Modals of probability/deduction may, might, could, must, can't</b> <i>He's holding a violin. He must be a musician.</i> <i>He uses a computer for work so he might be a programmer.</i> <b>Present perfect continuous</b> <i>How long has she been working there?</i> <i>She's been working there for three years.</i>	<b>When I grow up</b> A poem Social and emotional skill: Ambitions	<b>The economic sectors</b> Learn about what the primary, secondary and tertiary sectors are.	Preliminary for Schools: Listening Part 4 Preliminary for Schools: Reading Part 6
<b>Review units 4-6</b>					
<b>7 It's the law!</b> Mission: Broadcast a live news TV programme	Reporting the news <b>Pronunciation:</b> contrastive stress	<b>Reported speech – statements</b> <i>He claimed he didn't know anything.</i> <i>She asked him what he had seen.</i> <b>Reported questions</b> <i>The reporter asked the detective what they had found out.</i>	<b>'Bobby the Banana arrested in the car park'</b> A news report Social and emotional skill: Working with others	<b>Forensic science</b> Learn about techniques used in forensic science and what they're used for.	Preliminary for Schools: Reading Part 3 Preliminary for Schools: Listening Part 2
<b>8 Fantastic flavours</b> Mission: Write a restaurant review	Food and meals Describing food <b>Pronunciation:</b> intonation - encouraging opinions from others	<b>Relative pronouns too ... to + infinitive</b> <i>It's too hot to eat.</i> <b>It's not ... enough to + infinitive</b> <i>It's not cooked enough to serve.</i>	<b>The girl who turned blue</b> A play Social and emotional skill: Not worrying about what others think	<b>Food intolerances</b> Learn about different food intolerances and menus.	Preliminary for Schools: Listening Part 3 Preliminary for Schools: Speaking Part 4
<b>9 Raining cats and dogs</b> Mission: Prepare for a trip with specific weather conditions	Weather forecasts Describing the weather <b>Pronunciation:</b> grouping words - conditionals	<b>Review of first and second conditionals</b> <i>If you see lightning, you'll hear thunder a few seconds later.</i> <i>If it wasn't so cold and wet, we could go by bike.</i> <b>Hypothetical scenarios with 'I wish...'</b> <i>I wish there was more snow.</i> <i>I wish there were more pages to this book.</i>	<b>Lost in the hills</b> A story Social and emotional skill: Being prepared for all possibilities	<b>Extreme weather</b> Learn about extreme weather and tornado chasers.	Preliminary for Schools: Writing Part 2 Preliminary for Schools: Speaking Part 3
<b>Review units 7-9</b>					
<b>Pronunciation</b>					
<b>Grammar reference</b>					