



Map of the book

	Vocabulary	Language	Literature	Phonics and Literacy	Cross-curricular
Hello Page 4	Main scene vocabulary <i>bird, boat, book, bus, cat</i> Numbers 1-6 Colours <i>blue, green, orange, purple, red, yellow</i>	<i>Hello. I'm (Jenny/Jim). What number's this? What colour's this?</i>			
1 Friends and family Page 8	Friends and family <i>man, woman, boy, girl, family</i> More family <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>	Home time A real-life story Social and emotional skill: Recognising the emotion <i>happy</i>	Initial sounds: introduction	Family trees
2 At school Page 18	School <i>bag, classroom, pencil, playground, teacher</i> More school <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>	The bird and the cat A cartoon story Social and emotional skill: Recognising the emotion <i>happy</i>	Initial letter sound: b	Primary and secondary colours
3 Food shopping Page 28	Food <i>apple, banana, grapes, orange, watermelon</i> More food <i>beans, burger, carrot, egg, rice</i>	<i>There's/There are ... How many ... are there? A lot.</i>	In Mr Brown's garden An animal story Social and emotional skill: Recognising the emotions <i>happy</i> and <i>angry</i>	Initial letter sounds: b, c	Where food comes from
Review Units 1-3					
4 At home Page 40	Home <i>bed, clock, computer, lamp, mirror</i> Rooms <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>	The three wishes A traditional story Social and emotional skill: Understanding the emotion <i>angry</i>	Initial letter sound: c	Shapes at home

	Vocabulary	Language	Literature	Phonics and Literacy	Cross-curricular
5 My body Page 50	Body <i>ears, eyes, hair, mouth, legs</i> Describing appearance <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>	My best friend A real-life story Social and emotional skill: Recognising the emotions <i>surprised</i> and <i>excited</i>	Initial letter sounds: b, c, l	Keeping clean
6 My toys Page 60	Toys <i>board game, camera, doll, teddy, train</i> More toys <i>ball, balloon, bike, car, plane</i>	<i>Do you like ...? I like/love ... What's your favourite ...? I like/don't like ...</i>	My favourite toy A real-life story Social and emotional skill: Understanding the emotions <i>happy</i> and <i>sad</i>	Initial letter sound: t	Materials
Review Units 4-6					
7 Free time Page 72	Action verbs <i>climb, jump, run, swim, walk</i> Free time activities <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>	The queen of the river A traditional story Social and emotional skill: Understanding the emotions <i>happy, worried</i> and <i>excited</i>	Initial letter sounds: f, p	Emotions
8 We're having fun! Page 82	More action verbs <i>clean, drink, eat, sleep, take a photo</i> Nature <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>	Clean the beach day A fantasy story Social and emotional skill: Understanding the emotions <i>happy, sad</i> and <i>excited</i>	Initial letter sounds: b, t, s	Weather
9 Moving to the farm Page 92	Clothes <i>jacket, jeans, shoes, socks, T-shirt</i> Farm animals <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>	Five good friends An animal story Social and emotional skill: Understanding the emotions <i>angry</i> and <i>frightened</i>	Initial letter sounds: review	Caring for animals
Review Units 7-9					
Key Competencies Activity Bank page 104					



Map of the book

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
Hello Page 4	Main character names Numbers Colours	Greetings and introductions <i>What's your name?</i> <i>I'm Henrietta.</i> <i>How old are you?</i> <i>I'm three.</i>			
1 Our new school Mission: Make our classroom English Page 6	Classroom objects and people Extension of classroom objects Sounds and spelling: <i>p, b</i>	Where ...? Prepositions in, on, under, next to <i>Where's the crayon?</i> <i>It's on the desk.</i> Singular and plural nouns this/these <i>What's this?</i> <i>It's a window.</i> <i>What are these?</i> <i>They're windows.</i>	Be kind at school Learn about being kind to classmates	The first day A play script Social and emotional skill: Helping others	Pre A1 Starters Reading and Writing Part 1 Speaking Parts 1 and 2
2 All about us Mission: Make an All about me book Page 18	Family Parts of the body Sounds and spelling: <i>th, t</i>	is/are <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> have/haven't got <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>	Using our senses Learn about the five senses and sense organs	Sara's favourite game A real-life story Social and emotional skill: Showing concern for others	Pre A1 Starters Reading and Writing Part 2 Speaking Part 2
3 Fun on the farm Mission: Make a farm Page 30	Farm animals Adjectives Sounds and spelling: <i>c, k, ck</i>	is/are + adjective adjective + noun <i>He's a nice cat.</i> <i>They aren't old chickens.</i> has/hasn't got <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>	What do animals give us? Learn about animal products	How cows got their spots A fantasy story Social and emotional skill: Identifying the feelings of others	Pre A1 Starters Reading and Writing Part 3 Speaking Part 3
Review units 1-3					
4 Food with friends Mission: Organise a picnic Page 44	Food and drink Extension of food and drink Sounds and spelling: <i>a</i>	like/don't like <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> Making requests and offers <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>	Making a recipe Learn about ingredients and methods of cooking	A picnic with friends A real-life story Social and emotional skill: Sharing	Pre A1 Starters Listening Part 3 Speaking Part 4

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
5 Happy birthday! Mission: Have a present-giving party Page 56	Toys Extension of toys Sounds and spelling: <i>h</i>	whose ...? Possessive 's Possessive adjectives my, your, his, her, our, their <i>Whose bike is this?</i> <i>It's Jim's bike. His bike's orange.</i> want/wants <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>	Shapes around us Learn about shapes	The twins and their robots A real-life story Social and emotional skill: Saying sorry	Pre A1 Starters Listening Part 2 Speaking Part 4
6 A day out Mission: Plan a wildlife tour Page 68	Vehicles and places Zoo animals Sounds and spelling: <i>ai, a-e</i>	there is/are <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> let's ... <i>Let's play a game.</i> <i>That's a good idea.</i>	Animals in the wild Learn about animal habitats	When we go to the zoo A poem Social and emotional skill: Understanding and expressing feelings	Pre A1 Starters Reading and Writing Part 4 Speaking Parts 1 and 2
Review units 4-6					
7 Let's play! Mission: Plan a sports day Page 82	Sports and hobbies Sports verbs and extension of sports Sounds and spelling: <i>s</i>	Present continuous <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> can for permission <i>Can we play tennis?</i> <i>Yes, you can, but you can't play here.</i>	Look after your body! Learn about how we can keep our bodies strong	A good friend A real-life story Social and emotional skill: Identifying ways of being a good friend	Pre A1 Starters Listening Part 1 Speaking Part 3
8 At home 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>	can for ability <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> Prepositions in front of, between, behind <i>There's a small rug in front of the armchair.</i>	Houses around the world Learn about different kinds of houses around the world	The clock on the wall A poem Social and emotional skill: Comforting others	Pre A1 Starters Listening Part 4 Speaking Part 4
9 Happy holidays Mission: Go on holiday Page 106	Clothes At the beach Sounds and spelling: <i>j, h</i>	Imperatives <i>Look at this T-shirt.</i> <i>Clean those shoes.</i> like/enjoy + gerund me too / so do I <i>I like flying my kite.</i> <i>So do I.</i> <i>I enjoy taking photos.</i> <i>Me too.</i>	What can we see on holiday? Learn about features of natural landscapes	The monkey and the shark A traditional story Social and emotional skill: Identifying friends	Pre A1 Starters Reading and Writing Part 5 Speaking Parts 3 and 4
Review units 7-9					
Key Competencies Activity Bank page 121					



Map of the book

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

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



Map of the book

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

	Vocabulary	Grammar	Cross-curricular	Literature	Assessment
5 Behind the scenes Mission: Prepare a performance Page 56	Describing clothes Materials Sounds and spelling: -igh and -ie spelling	be made of <i>What's it made of? It's made of gold. What are the wings made of? They're made of paper.</i> shall, could and let's for suggestions <i>Shall we design some props? Let's design the sea. We could use blue paper.</i>	Materials and properties Learn about the properties of different materials Greek masks	The myth of Icarus A Greek myth Social and emotional skill: Listening to others	A2 Flyers Speaking Part 3
6 Classroom stars Mission: Have a school prize-giving ceremony Page 68	School subjects Extension of school vocabulary Sounds and spelling: f and ph spelling for 'f' sound	should/shouldn't <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> be good at + noun/gerund <i>I'm good at maths. Are you good at sport? I'm not very good at drawing.</i>	Where are we? Learn about maps and symbols Cappadocia in Turkey	The project A narration and poem Social and emotional skill: team work and respecting the ideas of others	A2 Flyers Listening Part 1
Review Units 4-6					
7 When I grow up ... Mission: Choose your dream job Page 82	Jobs Personality adjectives Sounds and spelling: -er, -ar and -or endings	when and if clauses (zero conditionals) <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> look like, be like <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>	Time detectives Learn about archaeology The Altamira Caves in Spain	Don Quixote, Sancho and the windmills An adventure play script Social and emotional skill: responding appropriately to other people's emotional state	A2 Flyers Reading and Writing Part 1
8 City break Mission: Create a guide to a town Page 94	Directions Places in town Sounds and spelling: revision of the 'th' sound	Future with be going to <i>I'm going to take my umbrella. It isn't going to rain. What are we going to see first?</i> Prepositions of movement <i>across, into, out of, over, past, round, through</i>	Home, sweet home Learn about cities, towns and villages New York City	The road to Hope A poem Social and emotional skill: managing own emotions	A2 Flyers Speaking Part 1
9 Let's travel! Mission: Organise a summer camp Page 106	Adjectives On holiday Sounds and spelling: ge spelling for 'j' sound	before, after, when clauses <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> -ed/-ing adjective endings <i>excited/exciting interested/interesting</i>	North, south, east and west Learn about what to take on a hiking trip A hiking trip in Mexico	The story of Popocatepetl and Iztaccihuatl A narration and legend Social and emotional skill: showing respect for other cultures	A2 Flyers Reading and Writing Part 7
Review Units 7-9					
Grammar reference page 120					



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

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



Map of the book

	Vocabulary	Grammar	Literature	Cross-curricular	Exam
1 In style Mission: Write a review Page 4	Clothes Parts of clothes Pronunciation: plural pronunciation of 's'	Comparative adjectives, adverbs and as...as <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> The present simple with future meaning <i>The bus leaves at quarter past six.</i>	King Canute's day on the beach A story Social and emotional skill: dealing with frustration	Clothes throughout history 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
2 Future technology Mission: Recommend new technology Page 16	Technology Verbs for using computers Pronunciation: syllabus stress in two-syllable words	The first conditional <i>If my mum says it's OK, then I'll go.</i> The zero and first conditional <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>	The IAST Times A newspaper article Social and emotional skill: dealing with jealousy	How to make an app 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
3 Jim-nastics Mission: Invent a new sport Page 28	Sports Sporting actions, people and equipment Pronunciation: contracted forms	The passive (present simple) <i>Dog surfing competitions are organised by people all around the world.</i> Modal verbs <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>	The Spartan Princess A comic book Social and emotional skill: perseverance	How athletes prepare for sport 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
Review units 1-3					
4 Be careful! Mission: Find out about emergency services Page 42	Accidents and illnesses Health and medicine Pronunciation: sentence stress	The present perfect with how long, for and since <i>I haven't been well for a week.</i> <i>She's had a problem with her heart since April.</i> The present continuous for future plans <i>We're taking her to the vet this evening.</i>	The £20,000 adventure A story Social and emotional skill: dealing with fear	Changes in medicine Learn about vaccinations and treatments.	A2 Key for Schools: Reading and Writing Part 4 A2 Key for Schools: Listening Part 4
5 Fun foods Mission: Take part in a cooking competition Page 54	Cooking ingredients Cooking actions and equipment Pronunciation: verb endings in the past	Rather and prefer <i>I prefer carrots to broccoli.</i> <i>I'd rather have salmon.</i> The passive (past simple) <i>The sandwich wasn't made from bread.</i> <i>It was made from two cookies and some ice cream.</i>	The very, very interesting diary of Juana Sánchez A diary Social and emotional skill: apologising and showing empathy	Food groups 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
6 Environmentally friendly Mission: Share ideas to protect your environment! Page 66	Home The environment Pronunciation: schwa	A lot of, lots of, a few, a little, many, much <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> Tag questions <i>Everyone recycles a lot, don't they?</i> <i>You couldn't recycle, could you?</i>	The fall of a Mayan city A story Social and emotional skill: looking after the environment	Ecosystems in the city 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
Review units 4-6					
7 Feeling it Mission: Make a 'feelings wheel' Page 80	Feeling and emotions Wellbeing Pronunciation: /b/ /v/ /w/	Needn't, have to, should, ought to, must, mustn't <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> Such ... that / so ... that <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>	The cowboy who cried wolf A story Social and emotional skill: telling the truth	Emotional awareness Learn about empathy and how we show emotions.	A2 Key for Schools: Reading and Writing Part 3 A2 Key for Schools: Listening Part 3
8 Pretty cities Mission: Plan a city visit Page 92	A tour of a city Visiting new places Pronunciation: intonation in questions	Indirect questions <i>Do you know how many paintings there are?</i> Used to / didn't used to <i>They used to make the air very dirty.</i> <i>Today the trains are electric, but they didn't use to be.</i>	The case of the Butterfly Diamond A novel Social and emotional skill: managing stress	Responsible tourism 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
9 Lights, camera, action! Mission: Make a scene for a film or TV show Page 104	TV and film genres Television Pronunciation: word stress	Causative have/get <i>Mum's having a special superhero cake made for me.</i> The second conditional <i>If I had \$250 million, I'd buy cameras and costumes for the actors.</i>	The Monster in our Homes! A poem Social and emotional skill: identifying and expressing an opinion	Special effects 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
Review units 7-9					
Pronunciation					
Grammar reference					