

# Syllabus

<b>Welcome</b> p.6	Character adjectives Life experiences Hobbies	Comparatives and superlatives Zero conditional Present perfect	
<b>Unit</b>	<b>Vocabulary</b>	<b>Grammar</b>	
<b>1 Natural world</b> p.10	Natural features Adjectives to describe natural features	<b>Past continuous and past simple</b> <i>I was collecting water when I saw an eagle.</i>	<b>Past continuous and past simple questions</b> <i>Where were you going when the sandstorm started?</i>
<b>Review 1</b>	<b>Exam Practice 1:</b> A2 Key for Schools Listening, Part 1		
<b>2 Life in the past</b> p.22	Life in medieval times Methods of communication	<b>have to (present and past)</b> <i>I don't have to get up early on Saturdays. Farmers had to work very hard.</i>	<b>could / couldn't (past ability)</b> <i>People could make their own shoes. They couldn't chat on the phone.</i>
<b>3 Try something new</b> p.32	Free-time activities Types of music	<b>Present perfect with ever</b> <i>Have you ever played chess? Yes, I have. / No, I haven't.</i>	<b>Present perfect with How long ...? and for / since</b> <i>How long have you been in the club? For three years / since 2016.</i>
<b>Review 2</b>	<b>Exam Practice 2:</b> A2 Key for Schools Reading, Part 1		
<b>Project 1</b>	<b>Real-world challenge:</b> Work together to make a poster for a medieval game		
<b>4 Outdoor adventures</b> p.46	Outdoor equipment Outdoor activities	<b>Present perfect with just, already and yet</b> <i>I've just arrived at the camp. We've already had lunch. We haven't found the compass yet.</i>	<b>Present perfect questions with yet</b> <i>Have you tried rafting yet? Yes, I have. / No, I haven't.</i>
<b>5 Ways of living</b> p.56	Features of a city/town Adjectives to describe places	<b>too much / too many and not enough (+ noun)</b> <i>There's too much pollution. There are too many people. There isn't enough wildlife. There aren't enough cycle paths.</i>	<b>too and not enough (+ adjective)</b> <i>It's too noisy. It isn't safe enough.</i>
<b>Review 3</b>	<b>Exam Practice 3:</b> A2 Key for Schools Speaking, Part 1		
<b>6 Protect our planet</b> p.68	Environmental problems Growing plants	<b>First conditional</b> <i>If the ice caps melt, animals will lose their habitats. If deforestation doesn't stop, we won't reduce pollution.</i>	<b>may (not), might (not), could</b> <i>Some animals might not survive. They may reintroduce wolves. Some food could disappear.</i>
<b>Project 2</b>	<b>Real-world challenge:</b> Work together to create a vision board for a rewilding competition		
<b>7 Design time</b> p.80	Materials Verbs to describe processes	<b>Present passive: be made of / be used for</b> <i>It's made of leather. It's used for carrying books.</i>	<b>Present simple passive</b> <i>Bamboo is grown in China. The colours aren't mixed together.</i>
<b>Review 4</b>	<b>Exam Practice 4:</b> A2 Key for Schools Listening, Part 5		
<b>8 All about money</b> p.92	Shopping Verbs to do with money	<b>Future: will and going to</b> <i>I'm not going to buy anything this month. It's ten o'clock. I'm going to be late. In the future, we won't pay with cash. I think we'll sell lots of T-shirts.</i>	<b>Present simple for future events</b> <i>What time do the shops close? They close at 6.30.</i>
<b>9 Let's eat!</b> p.102	Adjectives to describe food Types of food	<b>look / sound / taste / smell / feel (like)</b> <i>It tastes sweet. It feels soft. It looks like a tomato.</i>	<b>Question tags: present simple be and can</b> <i>He's vegetarian, isn't he? You can't cook, can you?</i>
<b>Review 5</b>	<b>Exam Practice 5:</b> A2 Key for Schools Speaking, Part 2		
<b>Project 3</b>	<b>Real-world challenge:</b> Work together to design a stall and make an advert		
<b>Festivals</b>	Bonfire Night	Endangered Species Day	

Social-emotional learning	Multi-literacy skills	Cross-curricular links
Relationship skills (Teamwork): Recognise strengths in others	<ul style="list-style-type: none"> <li>Information literacy: Identify features of a website</li> <li>Visual literacy: Recognise additional information gained through video</li> </ul>	Natural Science: Ecosystems
Self-management (Self-confidence): Present yourself positively to others	<ul style="list-style-type: none"> <li>Visual literacy: Use an infographic to understand information</li> <li>Visual literacy: Understand details in an infographic</li> </ul>	Social Science: Medieval civilisations
Self-management (Stress management): Identify ways to reduce stress	<ul style="list-style-type: none"> <li>Information literacy: Evaluate search results</li> <li>Visual literacy: Use visual clues to make predictions about texts on the same topic</li> </ul>	Social Science: Leisure and free time
		Social Science: Medieval civilisations
Responsible decision-making (Ethical responses): Take responsibility for your own decisions	<ul style="list-style-type: none"> <li>Information literacy: Differentiate fact from opinion</li> <li>Critical literacy: Identify the writer's opinion</li> </ul>	
Self-awareness (Identifying emotions): Say how you feel and why	<ul style="list-style-type: none"> <li>Visual literacy: Identify the effects of images</li> <li>Critical literacy: Give a personal response to a text</li> </ul>	Social Science: Population
Social awareness (Empathy): Understand how your actions affect the planet	<ul style="list-style-type: none"> <li>Information literacy: Identify the author's intended purpose</li> <li>Visual literacy: Recognise information gained through pictures and through words in a text</li> </ul>	Natural Science: Ecosystems and people
		Natural Science: Ecosystems and people
Self-awareness (Accurate self-perception): Recognise that we all learn differently	<ul style="list-style-type: none"> <li>Information literacy: Identify sources of information</li> <li>Visual literacy: Use an infographic to understand information</li> </ul>	Social Science: Materials and their characteristics
Social awareness (Appreciating diversity): Understand that people are different	<ul style="list-style-type: none"> <li>Visual literacy: Understand visual impact in an advert</li> <li>Critical literacy: Understand techniques in a persuasive text</li> </ul>	
Self-management (Impulse control): Stop and think before acting	<ul style="list-style-type: none"> <li>Information literacy: Evaluate a text for reliability</li> <li>Visual literacy: Extract information from charts and graphs</li> </ul>	Natural Science: Healthy habits
		Social Science: Population
Grammar reference	Irregular verb list	