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**Welcome** p 4 The alphabet; Colours; International words Articles: *a* and *an*; The day; Saying *Hello* and *Goodbye*  
Classroom objects; Numbers 0–20; Plural nouns; Classroom language Numbers 20–100; Messages; Review

|                                                | FUNCTIONS & SPEAKING                                                              | GRAMMAR                                                                                                         | VOCABULARY                                                          |
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| <b>Unit 1</b><br><b>All together</b><br>p 12 ▶ | Getting to know someone<br>Developing Speaking: Talking about yourself and others | ▶ Question words<br>The verb <i>to be</i>                                                                       | Countries and nationalities<br>Adjectives                           |
| <b>Unit 2</b><br><b>I'm excited</b><br>p 20 ▶  | Talking about feelings<br>Asking questions<br>Expressing likes and dislikes       | ▶ <i>to be</i> (negative, singular and plural)<br><i>to be</i> (questions and short answers)<br>Object pronouns | Adjectives to describe feelings<br>Positive and negative adjectives |

**Life Competencies:** Being patient ▶, **Culture:** Masks from around the world ▶, Review

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| <b>Unit 3</b><br><b>Family time</b><br>p 30 ▶ | Describing good qualities<br>Talking about family<br>Developing Speaking: Paying compliments | Possessive 's<br>Possessive adjectives<br>▶ <i>this / that / these / those</i> | Family members<br>House and furniture                                    |
| <b>Unit 4</b><br><b>City life</b><br>p 38 ▶   | Talking about places in a town/city<br>Giving directions<br>Buying in a shop                 | ▶ <i>there is / there are</i><br><i>some / any</i><br>Imperatives              | Places in a town/city<br>Prepositions of place<br>Numbers 100+<br>Prices |

**Life Competencies:** Good manners ▶, **Culture:** Parks around the world ▶, Review

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| <b>Unit 5</b><br><b>Free time</b><br>p 48 ▶    | Talking about habits and activities<br>Talking about technology habits<br>Developing Speaking: Encouraging someone | Present simple<br>Adverbs of frequency<br>▶ Present simple (negative and questions)           | Free-time activities<br>Gadgets        |
| <b>Unit 6</b><br><b>Best friends</b><br>p 56 ▶ | Helping a friend<br>Describing people                                                                              | ▶ <i>have / has got</i> (positive, negative and questions)<br>Countable and uncountable nouns | Parts of the body<br>Describing people |

**Life Competencies:** Being supportive ▶, **Culture:** Welcoming people around the world ▶, Review

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| <b>Unit 7</b><br><b>Living for sport</b><br>p 66 ▶ | Talking about abilities<br>Telling the time<br>Talking about routines and dates<br>Developing Speaking: Making suggestions | ▶ <i>can</i> (ability)<br>Prepositions of time          | Sport<br>Telling the time<br>Months and seasons<br>Ordinal numbers |
| <b>Unit 8</b><br><b>Feel the rhythm</b><br>p 74 ▶  | Talking about music and feelings<br>Describing a scene<br>Talking about likes and dislikes                                 | ▶ Present continuous<br><i>like / don't like + -ing</i> | Clothes                                                            |

**Life Competencies:** Being positive ▶, **Culture:** Dances around the world ▶, Review

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| <b>Unit 9</b><br><b>Who's hungry?</b><br>p 84 ▶  | Talking about food and eating habits<br>Talking about obligation<br>Asking nicely and offering<br>Developing Speaking: Offering and asking for help | <i>must / mustn't</i><br><i>can</i> (asking for permission)<br>▶ <i>I'd like ... / Would you like ...?</i>                                            | Food and drink<br>Meals               |
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**Life Competencies:** Thinking about other people ▶, **Culture:** Statues around the world ▶, Review

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| <b>Unit 11</b><br><b>The animal world</b><br>p 102 ▶ | Asking and answering about past holidays<br>Talking about ability in the past<br>Describing a picture<br>Developing Speaking: Sequencing (in a story) | Past simple: irregular verbs<br>Past simple (negative and questions)<br>▶ <i>could / couldn't</i> (ability) | Verb and noun pairs<br>Adjectives |
| <b>Unit 12</b><br><b>Moving about</b><br>p 110 ▶     | Talking about travel and transport<br>Comparing things<br>At the train station                                                                        | ▶ Comparative adjectives<br><i>one / ones</i>                                                               | Transport<br>Geographical places  |

**Life Competencies:** Facing our fears ▶, **Culture:** Transport around the world ▶, Review

| PRONUNCIATION                | THINK!                                                                  | SKILLS                                                                                                                                                                                           |
|------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| /h/ or /w/ in question words | <b>Values:</b> Don't stop the music!                                    | <b>Reading</b> Website: Crazy about music    Dialogue: Favourite artists<br><b>Writing</b> Completing a questionnaire: Personal information<br><b>Listening</b> Radio quiz: One-Minute Challenge |
| Vowel sounds – adjectives    | <b>Values:</b> Welcoming someone<br><b>Train to THINK:</b> Categorising | <b>Reading</b> Text messages: Hi there!<br>Dialogue: A birthday present<br><b>Writing</b> Text message: Describing feelings and things<br><b>Listening</b> Dialogues: Talking about feelings     |

TOWARDS A2 Key for Schools practice

|                                    |                                                                         |                                                                                                                                                                                            |
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| <i>this / that / these / those</i> | <b>Values:</b> Families                                                 | <b>Reading</b> Article: Film stars and their families    Dialogue: Anna's family<br><b>Writing</b> Description: Your favourite room<br><b>Listening</b> Monologues: Describing family      |
| Word stress in numbers             | <b>Values:</b> My town/city<br><b>Train to THINK:</b> Exploring numbers | <b>Reading</b> Brochure: Great cities to visit<br>Dialogues: In the shops<br><b>Writing</b> Brochure: A brochure for your town / city<br><b>Listening</b> Dialogues: Asking for directions |

TOWARDS A2 Key for Schools practice

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| Present simple verbs – third person | <b>Values:</b> Better together or better alone?                               | <b>Reading</b> Newsletter: Robotics Club is cool!<br>Quiz: Do you need a tech break?<br><b>Writing</b> Paragraph: Days in your life<br><b>Listening</b> Monologues: Describing electronic gadgets |
| Long vowel sound /eɪ/               | <b>Values:</b> Helping a friend<br><b>Train to THINK:</b> Attention to detail | <b>Reading</b> Article: A real friend    Dialogue: A surprise for Ellie<br><b>Writing</b> Paragraph: Describing a friend<br><b>Listening</b> Dialogue: Friendship symbols                         |

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|                            |                                                           |                                                                                                                                                                                                           |
|----------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Long vowel sound /ɔ:/      | <b>Values:</b> The importance of sport                    | <b>Reading</b> Article: Sport wonders!<br>Article: An amazing last four minutes<br><b>Writing</b> Paragraph: My favourite sportsperson<br><b>Listening</b> Phone call: Making arrangements                |
| Intonation – listing items | <b>Values:</b> Music<br><b>Train to THINK:</b> Memorising | <b>Reading</b> Microblogs: #Musicintheforest<br>Dialogue: An interview with a teenage DJ<br><b>Writing</b> Microblogs: Describing a scene<br><b>Listening</b> Radio programme: Musicians around the world |

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| Intonation – giving two choices | <b>Values:</b> How you eat is important                                       | <b>Reading</b> Article: Kitchen kids<br>Menu and dialogue: In a restaurant<br><b>Writing</b> Menu: A meal plan for your friend<br><b>Listening</b> Dialogue: Cooking                         |
| Past simple regular verbs       | <b>Values:</b> Hard work and achievement<br><b>Train to THINK:</b> Sequencing | <b>Reading</b> Article: She was the first woman in space<br>Article: Sports achievers<br><b>Writing</b> Proposal: A statue in my town<br><b>Listening</b> Dialogue: A prize-giving at school |

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| Past simple irregular verbs | <b>Values:</b> Animals and us                                                    | <b>Reading</b> Article: Dolphins to the rescue<br>Article: Extinct animals<br><b>Writing</b> Short text: An extinct animal<br><b>Listening</b> Dialogue: Josh's holiday              |
| Word stress – comparatives  | <b>Values:</b> Transport and the environment<br><b>Train to THINK:</b> Comparing | <b>Reading</b> Article: The great race    Article: My favourite journey<br><b>Writing</b> Description: Unusual forms of transport<br><b>Listening</b> Dialogue: At the train station |

TOWARDS A2 Key for Schools practice

**Pronunciation** pages 120–121

**Get it right!** pages 122–126

**Speaking activities** pages 127–128