

# Syllabus

<b>Welcome</b> p.6	Free-time activities Natural and city features Adjectives to describe places	Present perfect Present passive First conditional Future: <i>will / going to</i>	
<b>Unit</b>	<b>Vocabulary</b>	<b>Grammar</b>	
<b>1 Travel time</b> p.10	Travel 1 Travel 2	<b>Present perfect and past simple</b> <i>I have been to Australia with my family.</i> <i>We stayed in Sydney for two weeks.</i>	<b>Present perfect and past simple questions</b> <i>Have you ever been to China?</i> <i>When did you go? Did you go by train?</i>
<b>Review 1</b>	<b>Exam practice 1:</b> B1 Preliminary for Schools Listening, Part 1		
<b>2 Put on a show</b> p.22	Live entertainment 1 Live entertainment 2	<b>used to / didn't use to</b> <i>People used to wear different clothes.</i> <i>Theatres didn't use to have electric lights.</i>	<b>used to questions</b> <i>Where did they use to perform?</i> <i>Did she use to sing in a band?</i> <i>Yes, she did. / No, she didn't.</i>
<b>3 Amazing senses</b> p.32	Words to describe senses Words to describe feelings	<b>must / may (not) / might (not) / could / can't be</b> <i>That smell might be a barbecue.</i> <i>The banging must be the drums.</i>	<b>Present continuous for future</b> <i>What are you doing on Saturday?</i> <i>I'm going to a class this afternoon.</i>
<b>Review 2</b>	<b>Exam practice 2:</b> B1 Preliminary for Schools Speaking, Parts 1 and 2		
<b>Project 1</b>	<b>Real-world challenge:</b> Work together to make a poster about going to a performance		
<b>4 Video stars</b> p.46	Film and media 1 Film and media 2	<b>Past passive</b> <i>The film was made by my friends.</i> <i>It wasn't recorded in Brazil.</i>	<b>Past passive questions</b> <i>Who was the film written by?</i> <i>Were the actors interviewed?</i> <i>Yes, they were. / No, they weren't.</i>
<b>5 Find your voice</b> p.56	Leadership 1 Leadership 2	<b>Second conditional</b> <i>If I had a problem, I'd ask for help.</i> <i>If you couldn't choose, you'd be annoyed.</i>	<b>Second conditional questions</b> <i>What would you do if you were class leader?</i> <i>If you could, would you change anything?</i>
<b>Review 3</b>	<b>Exam practice 3:</b> B1 Preliminary for Schools Reading, Part 1		
<b>6 Our wellbeing</b> p.68	Health and illness Healthy activities	<b>Reported speech (be, present simple)</b> <i>He said it was painful.</i> <i>She said that she had a sore throat.</i>	<b>Reported speech (could and would)</b> <i>He said he couldn't stand up.</i> <i>She said that she would go to the doctor.</i>
<b>Project 2</b>	<b>Real-world challenge:</b> Work together to make a presentation about a course		
<b>7 Great inventions</b> p.80	Inventing Problem-solving processes	<b>Past perfect</b> <i>She had discovered new information.</i> <i>We hadn't researched a lot of ideas.</i>	<b>Review of narrative tenses</b> <i>I was doing my homework.</i> <i>We'd learned about inventions at school.</i> <i>I was writing when I had an idea.</i> <i>I went to talk to my brother.</i>
<b>Review 4</b>	<b>Exam practice 4:</b> B1 Preliminary for Schools Reading, Part 3		
<b>8 Useful nature</b> p.92	Animals Natural processes	<b>Present perfect continuous</b> <i>I've been learning about nature for two weeks.</i> <i>He's been working on his project a lot recently.</i>	<b>Present perfect continuous questions</b> <i>What have you been doing?</i> <i>Have you been reading about animals?</i>
<b>9 Big design</b> p.102	Design Technology	<b>Reported commands</b> <i>She told me to make a model.</i> <i>They told us not to forget about benches.</i>	<b>Reported questions</b> <i>I asked her what she needed to install.</i> <i>He asked me if I could help.</i>
<b>Review 5</b>	<b>Exam practice 5:</b> B1 Preliminary for Schools Speaking, Parts 3 and 4		
<b>Project 3</b>	<b>Real-world challenge:</b> Work together to make a presentation about using a space differently		
<b>Festivals</b>	April Fools' Day	International Day of Friendship	

Social-emotional learning	Multi-literacy skills	Cross-curricular links
<b>Self-management (Self-motivation):</b> Think positively about challenges	<b>Visual literacy:</b> Use visual clues to identify text types <b>Critical literacy:</b> Use context to understand new words	
<b>Relationship skills (Communication):</b> Accept and learn from criticism	<b>Critical literacy:</b> Give a personal response to a text <b>Information literacy:</b> Identify relevant information	<b>Social Science:</b> 19th century Spain
<b>Responsible decision-making (Reflecting):</b> Reflect and learn from the experience of others	<b>Visual literacy:</b> Recognise that a picture can tell us something additional <b>Visual literacy:</b> Infer meaning from pictures	<b>Natural Science:</b> Human interaction
		<b>Social Science:</b> 21st century culture
<b>Self-management (Impulse control):</b> Think about how your words might affect others	<b>Information literacy:</b> Identify the intended audience <b>Critical literacy:</b> Identify the author's purpose	
<b>Relationship skills (Social engagement):</b> Identify bullying	<b>Visual literacy:</b> Identify the effects of images <b>Critical literacy:</b> Evaluate and challenge the content of texts	<b>Social Science:</b> Rights and elections
<b>Self-awareness (Stress management):</b> Understand what causes stress and anxiety	<b>Visual literacy:</b> Identify different text types using visual clues <b>Information literacy:</b> Use clues to identify fake facts	<b>Natural Science:</b> Healthy habits
<b>Self-management (Goal-setting):</b> Evaluate your successes	<b>Information literacy:</b> Use different note-taking techniques <b>Critical literacy:</b> Clarify points by asking questions	<b>Social Science:</b> Rights and elections <b>Natural Science:</b> Electric energy
<b>Relationship skills (Teamwork):</b> Recognise individual contributions to a group effort	<b>Visual literacy:</b> Recognise why an image has been used in relation to a text <b>Critical literacy:</b> Identify points of view in texts	<b>Social Science:</b> Geography of Europe
<b>Self-management (Identifying emotions):</b> Identify behaviours of stress	<b>Critical literacy:</b> Identify experts in texts <b>Critical literacy:</b> Exchange information, share opinions and persuade others	<b>Natural Science:</b> The impact of human activity
		<b>Natural Science:</b> The impact of human activity