

Syllabus

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

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