











Syllabus

	Vocabulary		Grammar		
 Open Up page 2	Countries and nationalities China, France, Morocco, Poland, the UK, the USA American, British, Chinese, French, Moroccan, Polish		Review <i>I'm good at + (verb + -ing)</i>		
Units	Vocabulary and Pronunciation	Grammar	Culture	Story	Everyday English
 World of work page 4	artist, builder, chef, computer programmer, doctor, firefighter, pilot, police officer, scientist, vet careful, easy, helpful, patient, quick, slow Pronunciation focus doctor /er/ writer /or/	Grammar 1 Present simple with time words for routines Grammar 2 Adverbs Review Comparatives	Unusual jobs broken, canal, collect, fishermen, healthy, hurt, million, swan	Let the best chef win!	Asking about jobs What does he / she do? He's / She's a ... When does he / she work? He / She often works (in the evenings / at weekends). What does he / she wear at work? He / She wears (casual clothes). What's his job like? It's (interesting / difficult).
 Our lives page 14	finished school, joined a team, learned to swim, lived in a town, moved to Liverpool, passed a test, started school, studied French, travelled to France, worked as a chef got a job, got married, grew up, had children, was born, went to university Pronunciation focus started /ɪd/ arrived /d/	Grammar 1 Past simple: regular verbs Grammar 2 Past simple: irregular verbs Review Past simple Yes and No questions	Día de los Muertos candles, celebrate, family member, feel close to marigolds, skeletons	The life of Katherine Johnson	Talking about appearance and personality What does he / she look like? He's / She's got (blonde) hair and (blue) eyes. What's he / she like? He's / She's (kind). He's / She's also (quiet).
Channel challenge 1 page 24	Review language from Units 1 & 2. Revision text: Biographies Wellbeing focus: Keep learning: Learn from your mistakes				
 In the city page 26	art gallery, aquarium, bowling alley, ice rink, restaurant, shopping centre, sports centre, square, stadium, theatre bus, ferry, metro, taxi, train, tram Pronunciation focus intonation for questions	Grammar 1 Past simple be: questions and answers Grammar 2 Past simple: questions and answers Review <i>How often do you go to + (noun)? & Time expressions</i>	My city is fun! bike paths, cricket, safe	Race around Istanbul	Directions Excuse me, how do I get to ... Turn left / right. The (cinema) is on your left / right. It's next to / in front of / behind ...

Skills		 Wellbeing
<p>Reading: Reading about the three Channel children</p> <p>Listening: Listening for specific information</p> <p>Speaking: Talking about what you are good / bad at</p> <p>Writing: Writing core language at word and sentence level; writing about what people are good at</p>		<p>Wellbeing focus</p> <p>5 Ways to Wellbeing</p> <p>Wellbeing Journal</p> <p>My people</p>
Skills	Project	 Wellbeing
<p>Reading: Reading and understanding a text about unusual jobs and a story about a cooking competition; reading for gist and for specific information; reading and using instructions to create a job profile; reading and understanding a job advert</p> <p>Listening: Listening for specific information about jobs; listening to a song about people's jobs; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue</p> <p>Speaking: Saying a pronunciation chant with words ending in 'er' or 'or'; responding to a song and a story; using possessive adjectives to describe someone's job; saying why a job is useful or important; talking about situations you find difficult; using adverbs to describe actions; playing a review quiz and talking about your work in the unit; talking about ideas for a job profile; presenting your job profile</p> <p>Writing: Writing core language at word and sentence level; writing new words for a song; writing a text about an unusual job; writing a job advert; using brackets</p>	Job profiles	<p>Wellbeing focus</p> <p>Lesson 1 Take notice: Think about different jobs. What is good and bad about them?</p> <p>Lesson 4 Take notice: Which jobs helps us in our lives?</p> <p>Lesson 5 Keep learning: What do you do when something is difficult?</p> <p>Lesson 7 Keep learning: Which jobs would you like to find out about?</p> <p>Lesson 8 Keep learning: How can English help you in a future job?</p> <p>Wellbeing Journal</p> <p>Keep learning</p> <p>Learn from mistakes</p>
<p>Reading: Reading and understanding a text about Día de los and a story about the life of Katherine Johnson; reading for gist and for specific information; reading and using instructions to create a timeline; reading a biography about someone's life</p> <p>Listening: Listening for specific information about life events; listening to a song about a person's life; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue</p> <p>Speaking: Asking questions about someone's life; saying a pronunciation chant with the sounds /ɪd/ or /d/; describing life events; talking about how something makes you feel; talking about how we can remember people; talking about how you could get better at something; describing appearance and personality; playing a review quiz and talking about your work in the unit</p> <p>Writing: Writing core language at word and sentence level; writing new words for a song; writing about a festival; writing a biography; using commas to show cities and countries</p>	A timeline	<p>Wellbeing focus</p> <p>Lesson 1 Connect: Ask your relatives about things they did in the past.</p> <p>Lesson 4 Connect: Do you enjoy hearing family stories?</p> <p>Lesson 5 Keep learning: Be interested, be curious and work hard.</p> <p>Lesson 7 Care: Look for the best things in people.</p> <p>Lesson 8 Keep learning: Could you teach someone what you learned in this unit?</p> <p>Wellbeing Journal</p> <p>Take notice</p> <p>Notice your breath</p>
<p>Learning situation: Who do you admire and why? Create a poster.</p>		
<p>Reading: Reading and understanding a text about different cities and a story about a race around Istanbul; reading for gist and for specific information; reading and using instructions to plan a city; reading and understanding a travel review</p> <p>Listening: Listening for specific information about places in a city; listening to a song about activities in a city; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue</p> <p>Speaking: Asking and answering questions about how often you go to different places; asking and answering questions using past simple <i>be</i>; saying a pronunciation chant with rising and falling intonation; saying how you can help others when working in a team; asking and answering past simple questions about what people did; playing a review quiz and talking about your work in the unit; asking for and giving directions; giving feedback about a town plan</p> <p>Writing: Writing core language at word and sentence level; writing a description of a city; writing a travel review of a visit to a city; using commas with sequencing words or time phrases</p>	Our new city	<p>Wellbeing focus</p> <p>Lesson 1 Take notice: How do you feel about being in a city?</p> <p>Lesson 4 Connect: Why do some people not like cities?</p> <p>Lesson 5 Care: How can you help each other when you work in a team?</p> <p>Lesson 7 Connect: Ask for help when you need it.</p> <p>Lesson 8 Keep learning: What English words can you see when you're in a city?</p> <p>Wellbeing Journal</p> <p>Care</p> <p>Do kind things</p>

Units	Vocabulary and Pronunciation	Grammar	Culture	Story	Everyday English
 4 Our environment page 36	drop litter, metal, paper, pick up litter, recycle plastic, reuse glass, rubbish, swap clothes, turn off lights, waste food cut the grass, dig up the weeds, feed the birds, grow vegetables, make a wildlife area, plant seeds Pronunciation focus bag /b/ plastic /p/	Grammar 1 <i>Should</i> : statements Grammar 2 <i>Have to</i> : statements Review Present simple + adverbs of frequency	The problem with plastic community, clean, dirty, look after, volunteer, water (a plant)	Our community garden	Asking about quantities Have we got enough ... ? Yes, we have. / No, we haven't. We need some more. We've got lots.
Channel challenge 2 page 46	Review language from Units 3 & 4. Review text: Magazine interview Wellbeing focus: Keep learning: Keep trying and do your best.				
 5 Film page 48	action film, animation, comedy, fantasy, musical, sci-fi disappointing, exciting, magical, popular actors, ending, script, special effects, superhero, supervillain Pronunciation focus door /ɔː/ most /əʊ/	Grammar 1 Comparative adjectives Grammar 2 Superlative adjectives Review Past simple questions + Regular superlatives	Bollywood crazy, famous, fan, film premier, follow, join in, selfie	How to be a superhero	Talking about films What's your favourite film? What kind of film is it? It's a / an ... Why do you like it? Who's your favourite character?
 6 Technology page 58	charge, email, keyboard, laptop, mouse, password, print, screen, turn on webcam download an app, leave a comment, log onto a website, look up information, scroll down, upload a photo Pronunciation focus stress on sentences using <i>will</i> or <i>won't</i>	Grammar 1 <i>will</i> and <i>won't</i> for offers, promises and quick decisions Grammar 2 <i>will</i> and <i>won't</i> for offers, promises and quick decisions questions and answers Review Present continuous	Technology and travel astronauts, explore, headset, jungles, lucky, protect, spacecraft, virtual	Real summer holidays	Asking for and giving opinions Is it OK if I (charge my phone)? May I have (a glass of water)? Could I use (this laptop)? Can I have (this sandwich)? Yes, of course! No problem! Yes, that's fine. No, sorry. No, you can't. No, I'm afraid not.
Channel challenge 3 page 68	Review language from Units 5 & 6. Review text: online comments Wellbeing focus: Keep learning: Keep practising over the summer holidays.				
Christmas decorations page 70	bamboo, gold, lantern, sea, silver, web				
World Bee Day page 71	chemicals, crops, disappear, honey, pollen, pollinate				
World Refugee Day page 72	building, connected, refugee, language, millions, Olympic Games				

Skills	Project	 Wellbeing
<p>Reading: Reading and understanding a text about plastic pollution and how to help; reading and understanding a story about a community garden; reading for gist and for specific information; reading and using instructions to plan a community project; reading and understanding a flyer for an event</p> <p>Listening: Listening for specific information about environmental issues; listening to a song about saving the planet; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue</p> <p>Speaking: saying how often you do different activities; talking about activities using <i>should/shouldn't</i>; saying a pronunciation chant with the sounds /b/ and /p/; talking about how you can help your community; talking about activities using <i>have to / don't have to</i>; giving feedback on new song lyrics; playing a review quiz and talking about your work in the unit; presenting a community project</p> <p>Writing: Writing core language at word and sentence level; writing a description of a school; writing a flyer for an event; using exclamation marks</p>	<p>Our community project</p>	<p>Wellbeing focus</p> <p>Lesson 1 Care: What do you do to help the environment?</p> <p>Lesson 3 Take part: Every small thing you do helps to save the planet.</p> <p>Lesson 5 Take part: It's important to help your community.</p> <p>Lesson 7 Keep learning: Find out more about recycling near you.</p> <p>Lesson 8 Keep learning: What things can you learn from community groups?</p> <p>Wellbeing Journal</p> <p>Take part</p> <p>Do what you can for the environment</p>
<p>Learning situation: How 'green' is your city? What can we do to improve it? Create a digital presentation.</p>		
<p>Reading: Reading and understanding a text about Bollywood and a story about making a film; reading for gist and for specific information; reading and using instructions to plan a film; reading a film review</p> <p>Listening: Listening for specific information about films; listening to a song about musicals; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue</p> <p>Speaking: Giving opinions about films; describing films using comparative adjectives; saying a pronunciation chant with the sounds /ɔ:/ and /əʊ/; saying how you can help others join in; describing parts of a film using superlative adjectives; playing a review quiz and talking about your work in the unit; talking about ideas for a film</p> <p>Writing: Writing core language at word and sentence level; writing a text about endangered animals; writing a film review; using commas and <i>and</i> for a list</p>	<p>Our film</p>	<p>Wellbeing focus</p> <p>Lesson 1 Connect: Connect with others by talking about films you like.</p> <p>Lesson 3 Take notice: It's OK if you and your friends like different things.</p> <p>Lesson 5 Care: Be a superhero! Be friendly to new people and get to know them.</p> <p>Lesson 7 Take notice: Do you like one kind, or different kinds, of films?</p> <p>Lesson 8 Keep learning: Try watching one of your favourite films in English.</p> <p>Wellbeing Journal</p> <p>Connect</p> <p>Be inspired</p>
<p>Reading: Reading and understanding a text about technology and travel and a story about summer holidays; reading for gist and for specific information; reading and using instructions to make a situation and response game; reading a blog about virtual reality travel; reading a playscript</p> <p>Listening: Listening for specific information about technology; listening to a song about using technology to communicate; listening to and understanding a story; listening for specific information in a natural dialogue; listening to a functional dialogue</p> <p>Speaking: Asking and answering questions about what you are doing; describing actions using <i>will / won't</i>; saying a pronunciation chant using the correct stress for <i>will / won't</i> sentences; talking about how you can be kind online; asking and answering questions using <i>will / won't</i>; asking for permission; giving or refusing permission; playing a review quiz and talking about your work in the unit; playing a situation and response game</p> <p>Writing: Writing core language at word and sentence level; writing a text about visiting somewhere using virtual reality; writing a playscript; showing different speakers in a playscript</p>	<p>A game</p>	<p>Wellbeing focus</p> <p>Lesson 1 Connect: How do you use technology to connect with people?</p> <p>Lesson 3 Connect: Songs can help us connect with people.</p> <p>Lesson 4 Keep learning: What other ways can you learn about another culture?</p> <p>Lesson 5 Care: Remember to be kind to people online.</p> <p>Lesson 7 Care: It's polite to ask permission for things.</p> <p>Lesson 8 Keep learning: How does technology help you learn English?</p> <p>Wellbeing Journal</p> <p>My wellbeing</p>
<p>Learning situation: How do you watch films now? How will you watch films in the future? Create an infographic.</p>		