

 <b>Hello again!</b>	<b>Vocabulary</b>	<i>electric guitar, harmonica, keyboard, saxophone, trumpet, violin album, e-ticket, lyrics, music video, single, tour dates</i>
	<b>Grammar</b>	<b>Adverbs of manner</b> <i>fast, nervously, noisily, quietly, well</i> <b>Time phrases</b> <i>last week, next year, this afternoon, tomorrow, yesterday</i>

 <b>Learning situation</b>	 <b>Vocabulary</b>	 <b>Grammar</b>	 <b>Story, Culture, Hands On! Language</b>
<b>1</b> <b>Our portfolio of story characters</b> Create a portfolio of fictional characters to inspire your stories in class. SDG 16: Peace, justice and strong institutions	<i>alien, brave, curious, dragon, honest, monster, robot, strong, superhero, wise</i> <i>defeat an enemy, find the treasure, go on a journey, rescue people, save the world, solve a problem</i>	<b>Present simple: review of Wh- questions</b> <i>What is (Spider-Man good at)? Who are (Simba's friends)? Where do (the Simpsons live)? When does (Greg Heffley start his diary)?</i> <b>Obligations with have to</b> <i>I have to (solve a problem). You don't have to (defeat an enemy). Does she have to (solve a problem)?</i>	 The dung beetles  A report about the myth of Hercules  <i>Our characters could (save the world together).</i>
<b>2</b> <b>Our guide to the outdoors</b> Create a guide to places and activities in your local area. SDG 3: Good health and well-being	<i>ate a picnic, flew a kite, made a den, ran down a hill, saw a fox, slept outdoors, swam in a river, took a photo, went to the countryside, wrote in my nature journal</i> <i>feel, hear, see, smell, taste, touch</i>	<b>Past simple: irregular verbs</b> <i>I (flew a kite). He didn't (fly a kite). Did you (fly a kite)? Yes, I did. / No, I didn't.</i> <b>Past simple: questions with What and How</b> <i>What did you (see)? How did you feel?</i>	 Peace and quiet!  A diary entry about forest bathing in Japan  <i>Would you like to (draw the animals)? Yes, and I'd like to (write labels).</i>
<b>Extension 1</b> <b>Work wisely with words</b> Students learn how to organize new vocabulary and use a dictionary.			
<b>3</b> <b>Our school lunch menu</b> Plan a delicious menu for your school lunch. SDG 2: Zero hunger	<i>a burger, cheap, chicken curry, delicious, expensive, fish and chips, healthy, a salad wrap, spicy, vegetable soup</i> <i>a cold drink, a dessert, a hot drink, sauce, vegan, vegetarian</i>	<b>Superlatives: affirmative statements</b> <i>(A salad wrap) is the cheapest. (Fish and chips) is the most popular.</i> <b>Superlatives: questions</b> <i>What is (the spiciest food)? Where is (the best place to eat)?</i>	 Junior chefs: The cake bake  An interview about food from a food truck  <i>What do we need to (think about)? In my opinion, the dish needs to (taste delicious). I agree. It needs to (be healthy, too).</i>
<b>4</b> <b>Our environmental action video</b> Choose an environmental action to do. Make a video interview to inspire people. SDG 13: Climate action	<i>make a bee bath, make a bird feeder, pick up litter, plant trees, recycle, repair, reuse, turn off the lights, use less plastic, use public transport</i> <i>ecosystem, fossil fuels, landfill, planet, pollution, renewable energy</i>	<b>Past simple: questions</b> <i>What did you (do)? When did she (see the first bird)? How long did it (take)? How did they (make it)?</i> <b>Conjunctions: so, but, before</b> <i>I recycle rubbish so it doesn't go to landfill. Cars are useful, but they cause pollution. We used both sides of the paper before we recycled it.</i>	 No impact is too small  A news article about how a community on an island in Greece is helping the environment  <i>That's fantastic! That's terrible! That's interesting!</i>
<b>Extension 2</b> <b>Tips for tricky texts</b> Students learn some tips to help them understand texts better.			
<b>5</b> <b>Our jobs fair</b> Research a job you would like to do in the future and present it at a jobs fair. SDG 9: Industry, innovation and infrastructure	<i>content creator, doctor, firefighter, games designer, inventor, journalist, lifeguard, pilot, police officer, vet</i> <i>3D printer, AI (artificial intelligence), drone, hologram, social media, VR (virtual reality)</i>	<b>Want to + infinitive</b> <i>She wants to (work outdoors). He doesn't want to (wear a uniform). Do you want to (be a doctor)? Yes, I do. / No, I don't.</i> <b>Future predictions with will</b> <i>I'll be (a vet). You won't be (a doctor). She'll use (drones). He won't use (social media).</i>	 The best job in the world!  A personal narrative by a student vet in South Africa  <i>In the future, (I want to be an inventor). In ten years' time, (I'll work in Australia). When I'm (an inventor), I'll design a robot and I'll use holograms.</i>
<b>6</b> <b>Our new school!</b> Preparation for secondary school and review of English	<b>Review</b> Places and objects in a school, prepositions of place, school subjects, days of the week, times, prepositions on and at, transport words, physical descriptions, clothes, colours, activities, daily routines, hobbies, animals, adjectives	<b>Review</b> Question words, present simple, past simple, <i>there is / there are</i> , adverbs of frequency, future with <i>going to</i> , <i>have got</i> , present continuous, future predictions with <i>will</i> , <i>want to + infinitive</i> , comparatives, superlatives, past simple: regular and irregular verbs	
<b>Extension 3</b> <b>Write it right</b> Students learn how to improve their writing.			

<b>Christmas</b>	<i>go surfing, grill prawns, light a candle, make a snowman, play cricket, sing carols</i>	Adverbs of frequency
<b>World Water Day</b>	<i>billion, clean, dinosaur, dirty, habitat, ill</i>	Present simple, past simple
<b>International Day of Friendship</b>	<i>laugh, lend a book, make a card, play catch, spend money, take a selfie</i>	Present simple, past simple, conjunctions