

Course	GSE	CEFR	PTE YL	English Benchmark	Cambridge exams
Level 5	43-54	B1/B1+		Level 5	Key for Schools

Unit	Unit title	Language objectives		Skill strategies			
		vocabulary	structures	Listening	Reading	Speaking	Writing
1	Why are inventions made?	<p>Inventions: robot, dish washer, washing machine, light bulb, plumbing, combustion engine</p> <p>Machine parts: screen, wheel, wing, battery, engine</p> <p>Adjectives: complicated, mechanical, electronic, courageous, risky</p> <p>Other: rotate</p> <p>Academic: accurate, basic, develop, invent, manufacture</p> <p>Revised: engineer, inventor, invent, repair, creative, create</p>	<ul style="list-style-type: none"> Past tense review. Had to/didn't have to and could/couldn't 	<p>Listen for words indicating steps in a procedure.</p> <p>Make inferences from details in a text.</p>	<p>Use information in a historical, scientific, or technical text to explain ideas and procedures.</p> <p>Summarise a text.</p>	<p>Talk about past abilities and obligations.</p>	<p>Use the Past Simple to write about personal experiences.</p>
2	How can we learn from history?	<p>History: source, document, diary, site, ruins, past, records, artefact</p> <p>Materials: gold, silver, clay, bone</p> <p>Adjectives: precious, valuable</p> <p>Other: entrance, exit, adventure, civilisation, painting, excavate, buried, fossils</p> <p>Academic: ancestor, tradition, chamber, century</p> <p>Revised: archaeologist, historian, analyse, ancient</p> <p>Expressions: I can't believe it. That's amazing.</p>	<ul style="list-style-type: none"> Past continuous review: background setting. Past continuous: continuous actions interrupted by the past simple tense 	<p>Follow the main points of short talks on familiar points.</p> <p>Listen for cause and effect.</p>	<p>Compare and contrast points of view from which a story is narrated.</p> <p>Explain procedures based on specific information in the text.</p>	<p>Talk about simultaneous events from the past.</p>	<p>Use a variety of verb tenses to combine historical accounts, present situations, and personal opinion.</p>
3	Why do we move to new places?	<p>People: immigrant, refugee</p> <p>Other: move abroad, belongings, transfer, economic, social, political, environmental, settle, join, reunite, war, border, passport, luggage, citizen</p> <p>Academic: essential, increase, benefit, variety, disaster</p> <p>Recycled: town vocabulary, transport, countryside vocabulary, journey</p> <p>Expressions: You're welcome.</p>	<ul style="list-style-type: none"> where clause Review of all the articles 	<p>Distinguish between main information and extra details in answers.</p> <p>Extract key factual information such as dates, numbers, and quantities.</p>	<p>Identify the causes of an event in a factual text.</p> <p>Describe a character or setting from details in the text.</p>	<p>Use phrases like Oh, really? So ... and That's interesting! So ... , to show interest and precede spontaneous questions.</p>	<p>Use quotation marks to show direct speech in a text.</p>
4	How do we stay safe?	<p>Parts of the body: elbow, chin, goot, ankle</p> <p>Pronouns: myself, yourself, herself, himself, itself</p> <p>Verbs: burn, fall over, follow, grow, lie, lie down, complain, protect</p> <p>Other: medicine, advice, happen, suddenly, emergency, training, a paramedic, teamwork, first aid kit</p> <p>Revised: Emergency transport: ambulance, fire engine, police car, parts of the body, hurry</p> <p>Academic: distress, attentive, prepare, survive, severe, heroic</p> <p>Expressions: Watch out!</p>	<ul style="list-style-type: none"> Reflexives after/before as prepositions with the gerundive (-ing) form of verbs 	<p>Understand key information, such as dates, numbers, and quantities.</p> <p>Identify the main points of short talks or presentations.</p>	<p>Identify problems and solutions described in the text.</p> <p>Refer to details and examples when explaining what a text says explicitly.</p>	<p>Make your story interesting by using adjectives for emotions.</p>	<p>Use a variety of transitional words and phrases to describe the sequence of events. Then follow your teacher. Finally, go back to class.</p>
5	Why do we protect animals?	<p>Wildlife: galapagos penguin, African wild dog, Amur leopard, black rhino, pangolin, sea lion</p> <p>Adjectives: giant, missing</p> <p>Other: sanctuary, species, biodiversity, balance, ecosystem</p> <p>Revised: extinct, nature, environment, rare</p> <p>Academic: captivity, entire, release, source, threat</p> <p>Expressions: Stop that right now! What's going on?</p>	<ul style="list-style-type: none"> Present perfect with 'since' and 'for' such/such a 	<p>Predict facts on the basis of general knowledge</p> <p>Identify words and expressions that introduce and conclude a formal talk.</p>	<p>Interpret information presented quantitatively.</p> <p>Determine the meaning of words and phrases in context.</p>	<p>Use intonation to express excitement.</p>	<p>Divide a letter into clear paragraphs. Remember about the greeting, complimentary close and signature.</p>
6	What's literature?	<p>Jobs: writer, blogger, critic, author</p> <p>Text types: magazine, newspaper, article, blog, novel, poetry, prose, short story, fiction</p> <p>Verbs: publish</p> <p>Adjectives: popular, innovative, entertaining</p> <p>Other: award, character, plot, narrator, metaphor, simile</p> <p>Academic: inspire, concentrate, analyse, focus, content</p> <p>Revised: poem, letter, dictionary</p> <p>Expressions:</p>	<ul style="list-style-type: none"> feel like VERB+ing, -ing forms as a subject of a sentence 'a bit/a little' and 'a few' to refer to quantities with mass and count nouns respectively 	<p>Understand the main points of a short, informal interview.</p> <p>Infer speakers' opinions in conversations on familiar everyday topics.</p>	<p>Describe how information is compared in a text.</p> <p>Describe a character or event in a story, drawing on specific details in the text.</p>	<p>Refuse in a polite way.</p>	<p>Support a point of view with reasons and information in an opinion piece.</p>

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7	How do we communicate?	Adjectives: friendly, unfriendly, non-verbal, verbal, written, face to face Verbs: imitate, convince, persuade, collaborate, express, produce Musical instruments: drum Other: conversation, speechless, language group, gesture, behaviour, expression, emotions, misunderstanding, sound Academic: awkward, flexible, request, represent, communicate	<ul style="list-style-type: none"> may/might and may not/might not Present Perfect with already/ yet 	Listen for sequencers and dates to understand chronology. Follow an audio presentation of a poem	Scan texts to find specific information. Describe a setting or event in detail.	Use phrases like I thought so, too and I didn't think of that to compare ideas.	Organize an event sequence that unfolds naturally in a story.
8	How are things made by hand?	Household items: key, pillow, vase, bookmark Adjectives: home-made, tidy, untidy Tools: screwdriver, knife, needle, knitting needle, hammer, chisel, file Verbs: join, connect, polish Other: upside down, craft Academic: master, demonstrate, concentrate, attempt Revised: paint, brush, [materials], bowl, innovative, design	<ul style="list-style-type: none"> be made of / made by Present tense to indicate future. 	Recognize words describing feelings and emotions. Understand the sequence of instructions from sequencing words.	Compare and contrast the treatment of similar themes and topics in stories. Interpret information in illustrated instructions	Use words like OK and so to link answers and questions.	Use also, as well, and too when adding more information.
9	Why do we play sports?	Sports: climbing, mountain biking, hang gliding, yoga, triathlon, scuba diving Verbs: race, fetch, compete Adjectives: relaxing, energising Other: player, partner, match, prize, member, programme Revised: team, club Academic: benefit, ascend, descend, essential, reduce Expressions: I can't wait. That sounds good/great.	<ul style="list-style-type: none"> Present Perfect with never/ever Present Perfect vs Past Simple 	Distinguish between fact and opinion in a news report. Summarize the main points of an audio interview.	Distinguish between fact and opinion in an article. Explain the differences between drama and stories.	Explore where my experiences are similar or different.	Use similes to make my writing more exciting and expressive.
10	What's causing extreme weather?	Weather: global warming, hurricane, flood, emergency, disaster, drought, tsunami, typhoon, blizzard, earthquake, heatwave Disasters: power lines, collapse, victim Winter words: ice skating, ski (n. and v.), sledge (n. and v.), snowball, snowboard, snowman Verbs: melt Revised: thunder, lightning, foggy, thunderstorm, storm, tornado, emergency Academic: annual, typical, century, calculate Expressions: Of course (not).	<ul style="list-style-type: none"> Zero conditionals using 'if' and 'when' tags for confirmation 	Understand the main ideas in a radio weather forecast. Listen for meaning and definitions of words.	Describe the cause and effects of events in a text. Determine the meaning of unknown words from their context in a text.	Express agreement or disagreement.	Write my own version of a traditional story by changing details.
11	Why do we cook?	Kitchen: frying pan, saucepan, chopping board, chop, mix, boil, fry, steam, raw, bake, freeze Other: taste, snack, meal, mix, smell, harmful, digest, heat Revised: food, quantifiers (a bit, a piece), bacteria Academic: edible, texture, require, temperature Expressions: Not yet.	<ul style="list-style-type: none"> report past orders and requests with 'tell/ask' use a range of verbs taking 'to' + infinitive 	Extract the key details from an extended monologue. Understand the main points of a short factual talk.	Identify the reasons given for why something happens. Compare and contrast similar traditional stories from two different cultures.	Show interest when giving and asking for personal views and opinions.	Use words to describe in detail how a task needs to be completed.
12	How do we learn?	Learning: keep trying, prepare, memorise, memory, stimulus, repetition, skill, ideas, summarise, present, set goals, make a list Adverbs: once, twice, usually Revised: School subjects, headteacher, revise, remember, brain Academic: research, practice, challenge, confident Expressions: Take your time.	<ul style="list-style-type: none"> know (that) + complement clauses First Conditional 	Recognize when a listener is checking their understanding. Extract key details from extended informational monologues.	Explain the main differences between poems and stories. Refer to details when making inferences from a text.	Find out more about my friends by asking questions.	Include direct quotes in a profile of someone I know.