






We Are Heroes! 6 syllabus

	Vocabulary	Structures	Integrated skills	Life skills 
 <p>Let's connect again!</p>	<p>Levels 1–5 vocabulary</p> <p>brainstorming ideas, doing presentations, doing research, drawing, making videos, singing songs, taking photos, writing stories</p> <p>Extension: learning foreign languages, playing online games</p>	<p>Levels 1–5 <i>Wh</i>- questions</p> <p>Do you like/enjoy (taking photos)? Are you good at/interested in (drawing)? (Charlie) is good at (drawing).</p> <p>Which country would you like to visit? Why? I'd like to visit (Greece) because I'm interested in history.</p>		
 <p>Let's get healthy!</p>	<p>Core: do exercise, drink enough water, eat healthy snacks, eat junk food, get enough sleep, go to bed late, have a check-up, have fizzy drinks, miss breakfast, play outside, spend time on the computer, wear sun cream</p> <p>across, along, into, off, onto, out of</p> <p>Extension: eat sugary food, sunbathe, through, around</p>	<p>I usually (go to school by car), but today I'm (walking to school). She doesn't usually (miss breakfast). We're (having a check-up) at the moment.</p> <p>You play tennis (well). My friend works (fast).</p>	<p>Reading: a leaflet</p> <p>Listening: a conversation about a mud run</p> <p>Writing: a sports information sheet</p> <p>Speaking: present a sport to the class</p>	<p>Knowing yourself and others: winning and losing</p>
 <p>Food fun</p>	<p>Core: biscuits, butter, chillies, eggs, flour, honey, lentils, nuts, onions, raisins, sugar, yoghurt</p> <p>chop, serve (with), mix, add, peel, slice</p> <p>Extension: tuna, mushrooms, bake, fry</p>	<p>There is/isn't a (tomato). Is there an (onion)? There are some/aren't any (lentils). Is there a (tomato)? Are there any (onions)?</p> <p>There is some/isn't any (butter). Is there any (honey)?</p> <p>How much (butter) is there/do I need? How many (onions) are there/do I need?</p>	<p>Reading: a food blog</p> <p>Listening: a conversation about food</p> <p>Writing: a recipe</p> <p>Speaking: present a recipe to the class</p>	<p>Creative thinking: being original and different</p>
 <p>Crazy for culture</p>	<p>Core: art exhibition, book club, circus, comedy show, cookery class, craft workshop, dance performance, festival, magic show, play, pop concert, sporting event</p> <p>action film, animated film, comedy film, horror film, musical, fantasy film</p> <p>Extension: parade, water park, romantic film, science fiction film</p>	<p>Where was she (yesterday)? Where were they (last week)? I was at an (art exhibition). We were at a (festival). What was (the film) like? What were (the paintings) like? It was (great). They were (good).</p> <p>What was she doing at (six o'clock)? He was/wasn't (sleeping) at (four o'clock).</p>	<p>Reading: a webpage</p> <p>Listening: a conversation about a film</p> <p>Writing: a film review</p> <p>Speaking: present a film to the class</p>	<p>Decision making: thinking about options</p>

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 <p>Let's communicate!</p>	<p>Core: advert, brochure, code, email, letter, note, postcard, radio programme, sign, text, TV programme, video call</p> <p>connect to the wifi, design a game, log on, open a file, search the Internet, write code</p> <p>Extension: sign language, webcam, log out, scroll down</p>	<p>I (listened to the radio). We didn't (write letters). Did she (write letters)? Yes, he did. No, we didn't.</p> <p>Where did they go? What did she see? How did you get there?</p>	<p>Reading: a news article</p> <p>Listening: information about an activity camp</p> <p>Writing: a news article</p> <p>Speaking: present a news article to the class</p>	<p>Critical thinking: thinking about different points of view</p>
 <p>Our wonderful world</p>	<p>Core: airport, bridge, island, lake, mountain, reef, skyscraper, tower, tunnel, valley, volcano, waterfall</p> <p>campsite, car park, cycle path, forest trail, picnic area, visitor centre</p> <p>Extension: palace, pyramid, stream, wood</p>	<p>Mount Fuji is the highest mountain. Tokyo's trains are the busiest trains. The mountains are the best place to visit.</p> <p>You must be quiet in a library. They mustn't touch things in a museum.</p>	<p>Reading: a brochure</p> <p>Listening: opinions about a national park</p> <p>Writing: a poster</p> <p>Speaking: present a poster</p>	<p>Living and working together: doing a big project</p>
 <p>Changing school</p>	<p>Core: basketball court, bike rack, canteen, caretaker, changing rooms, corridor, lockers, music room, playing fields, reception science lab, staff room</p> <p>calm, confident, excited, lonely, organized, worried</p> <p>Extension: drama studio, head teacher's office, annoyed, adventurous</p>	<p>This is the place where (we have PE). He's the person who (teaches me the trumpet). Science is the subject which (I like the most).</p> <p>You will (wear special hats). She won't (fly to class). Will they (live on the moon)? Yes, I will. No, he won't.</p>	<p>Reading: a magazine article</p> <p>Listening: information about a secondary school</p> <p>Writing: an email</p> <p>Speaking: present an email to the class</p>	<p>Being organized: managing your time</p>
<p>Socio-cultural content</p>	<p>Festivals</p> <p>St Patrick's Day </p>	<p>World Music Day </p>	<p>Heroes Project </p>	
<p>Thinking Skills </p>	<p>Thinking tools</p> <p>Unit 1: The tunnel diagram Unit 2: The graffiti wall</p>	<p>Unit 3: The umbrella chart Unit 4: The PMI chart</p>	<p>Unit 5: The Y-chart Unit 6: The KWHL chart</p>	