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Syllabus Chart

for Starter Level, and Levels 1–4



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Starter Level

Unit	Topics	Functions	Structures	Key Vocabulary	Activities and Skills
1	Greetings	<ul style="list-style-type: none"> • Introductions • Saying goodbye • Suggestions 	<i>Hello. What's your name? I'm Toby.</i> <i>Bye-bye. Let's go.</i> <i>Let's do it again.</i> Questions: <i>What's this?</i> Imperatives: <i>Say "Hello".</i> <i>Sit down, stand up.</i> Possessive pronoun: <i>my</i>	Numbers 1 – 4 <i>new, skateboard</i> <i>Help! Good</i>	<ul style="list-style-type: none"> • Carrying out instructions • Singing a song • Identifying situations • Listening to and understanding a story
2	Numbers	<ul style="list-style-type: none"> • Counting 	Present simple tense 'be' and 's' for possession: <i>Sandra's balloon is number one.</i> Singular and plural nouns: <i>one frog, two frogs</i>	Numbers 1 – 6 <i>hop, balloon</i> <i>Now let's stop.</i> <i>Look, a crocodile.</i>	<ul style="list-style-type: none"> • Doing the actions to a song • Saying a chant • Identifying numbers • Identifying patterns • Drawing pictures
3	Toys	<ul style="list-style-type: none"> • Instructions • Counting 	Imperative forms: <i>Take, Throw, Look up!</i>	Numbers 7 – 10 <i>doll, train, car, bike, skateboard, plane, boat, friend, come back, hear</i>	<ul style="list-style-type: none"> • Saying a rhyme • Identifying objects • Reading comprehension
Revision Unit					
4	Colours	<ul style="list-style-type: none"> • Talking about colour 	Present simple tense, form: <i>He paints</i> Personal pronoun: <i>my, your</i> 's' for possession: <i>Pat's milk</i>	<i>green, pink, yellow, brown, blue, orange, red, cat, milk, make, paint</i>	<ul style="list-style-type: none"> • Listening to a song and pointing to the pictures • Listening and colouring • Speaking about toys • Sticking in pictures
5	School things	<ul style="list-style-type: none"> • Talking about where things are 	Present simple tense, question: <i>Is it blue?</i> Present continuous tense, statement: <i>The caterpillar's eating your apple.</i> Prepositions of place: <i>on, over, into</i>	<i>pencil case, pencil, pen, book, schoolbag, caterpillar, apple, desk, crawl, eat</i> <i>See you tomorrow.</i>	<ul style="list-style-type: none"> • Listening and colouring • Using stickers • Playing Bingo • Understanding instructions • Sequencing pictures • Saying a chant and pointing to matching pictures
6	My classroom	<ul style="list-style-type: none"> • Understanding and carrying out instructions • Agreement 	Questions: <i>What colour's your pen?</i> Singular and plural nouns: <i>pen, pens</i> Questions: <i>What colour is / are your pen(s)?</i> Imperative forms: <i>Draw, Colour, Cut out, Put, Listen</i>	<i>put, close, clean, open, door, window, desk, board, floor, chair, classroom, window, book, out of the window, flies</i> <i>Alright? OK, Yes.</i>	<ul style="list-style-type: none"> • Identifying situations • Matching situations with pictures • Listening to and singing a song • Colouring a picture • Carrying out instructions • Naming colours
Revision Unit					
7	Breakfast	<ul style="list-style-type: none"> • Expressing likes and dislikes 	Present simple tense, statement and negative: <i>I like, I don't like</i>	<i>It's time for breakfast.</i> <i>a little dog, get, give, hungry, sausage, bite, watch, cartoon, the rest, cornflakes, jam, toast, tea, juice, rolls, ham</i> <i>Me too!</i>	<ul style="list-style-type: none"> • Matching pictures to a chant • Saying a chant • Using stickers • Carrying out instructions • Listening comprehension
8	Sweets	<ul style="list-style-type: none"> • Requests • Offers • Accepting and declining offers • Talking about quantity 	'can' for permission: <i>Can I have an orange?</i> <i>Have an apple.</i> <i>Thank you. No, thank you.</i> <i>lots of</i> Questions: <i>Is this your ring?</i>	<i>ice cream, lollipop, popcorn, banana, orange, chocolates, thirsty</i> <i>Oh my tummy.</i>	<ul style="list-style-type: none"> • Listening comprehension • Predicting the end of a story • Singing a song • Carrying out instructions • Reading comprehension
Revision Unit					
9	Christmas	<ul style="list-style-type: none"> • Greetings 	<i>Merry Christmas</i> <i>Happy New Year</i>		<ul style="list-style-type: none"> • Singing a Christmas song • Wishing a Merry Christmas

Level 1

Unit	Topics	Functions	Structures	Key Vocabulary	Activities and Skills
0	Let's begin	<ul style="list-style-type: none"> Greetings and goodbyes Asking for and giving your name Talking about health 	<i>Good morning. Hello. Goodbye.</i> <i>What's your name? I'm Alice.</i> <i>How are you?</i> <i>I'm fine / OK / not very well.</i>	<i>sandwich, hamburger, hot dog, jeans, cinema, taxi, clown, superstar, snack bar, Walkman, easy, clap, stand up, stretch</i>	<ul style="list-style-type: none"> Singing a song Colouring pictures Understanding and miming actions Listening comprehension
1	Numbers	<ul style="list-style-type: none"> Exchanging phone numbers Asking about quantity Agreement 	<i>What's your phone number?</i> <i>It's 314567.</i> <i>How many?</i> <i>Yes. No.</i> Questions: <i>What's in the box?</i>	Numbers 1 – 12 <i>great, snail</i> <i>Your turn. Come on.</i> <i>Here's your prize.</i> <i>Guess the number.</i>	<ul style="list-style-type: none"> Saying a chant and a rhyme Matching words with numbers Taking notes Doing mental arithmetic in English
2	Colours	<ul style="list-style-type: none"> Saying where you are from Greetings 	<i>I'm from Brazil. This is my flag.</i> <i>Good night. Good morning.</i> Questions: <i>What's my / your favourite colour?</i> Possessive adjectives: <i>my, your</i>	<i>red, orange, yellow, green, blue, purple, pink, black, white, rainbow</i>	<ul style="list-style-type: none"> Listening comprehension Saying a chant Doing a crossword puzzle Writing dialogue Playing a guessing game
3	School things	<ul style="list-style-type: none"> Describing the colour and number of objects 	Imperative forms: <i>Open, Take out</i> Questions: <i>What's this? It's a pen.</i> <i>How many red things are there?</i> Plural noun form: <i>two pens</i> Position of adjectives: <i>four green pencils</i>	Numbers 1 – 7 <i>pencil, pencil case, rubber, ruler, book, schoolbag, skipping rope, come</i>	<ul style="list-style-type: none"> Listening comprehension Reading comprehension Carrying out instructions
4	Pets	<ul style="list-style-type: none"> Asking and answering questions Asking for and giving personal information 	'Have got' questions: <i>Have you got a pet?</i> Short answers: <i>Yes, I have.</i> Questions: <i>What is it?</i> Irregular plural nouns: <i>one mouse, three mice</i>	<i>fly like a budgie, run like a rabbit, swim like a fish, eat like a hamster, sit like a dog, roar like a tiger</i>	<ul style="list-style-type: none"> Saying a chant Listening and writing Learning about pets in Britain Problem-solving
Revision Unit					
5	Days of the week	<ul style="list-style-type: none"> Talking about daily activities 	Questions: <i>What's your favourite day?</i> 's' for possession: <i>Emma's new room.</i>	<i>On Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, budgie, get up, stay, hate, pink</i>	<ul style="list-style-type: none"> Listening comprehension Saying a chant Singing a song Problem-solving Writing sentences
6	Clothes	<ul style="list-style-type: none"> Describing what people are wearing 	Present continuous tense, statement and question: <i>Mike is wearing a sweater.</i> <i>What am I wearing?</i> Possessive adjectives: <i>his, her</i>	<i>t-shirt, jeans, cap, socks, sweater, shoes, shirt, skirt, dress, shorts, trainers, cycle helmet, kite, alarm clock, get out, put on, turn off</i>	<ul style="list-style-type: none"> Carrying out simple instructions Listening comprehension Miming actions Reading comprehension Writing a description Doing a puzzle
7	Birthdays	<ul style="list-style-type: none"> Talking about birthdays 	Questions: <i>When is your birthday?</i> 's' for possession: <i>Ann's birthday</i>	<i>January – December, in June, Happy Birthday, stamp your feet, turn around, clap your hands, snap your fingers</i>	<ul style="list-style-type: none"> Saying a chant Listening comprehension Reading comprehension Writing
Revision Unit					
8	Feelings	<ul style="list-style-type: none"> Talking about how you feel 	Present simple tense, irregular verbs: <i>he cries</i>	Numbers 13 – 20 <i>sad, scared, happy, tired, angry, cry, smile, go to bed</i> <i>I'm sorry.</i>	<ul style="list-style-type: none"> Counting to 20 Listening and inferring how people are feeling Cutting out cards Drawing facial expressions Playing a card game Listening comprehension Playing a board game Writing about feelings
9	Food	<ul style="list-style-type: none"> Expressing likes and dislikes 	Present simple tense, statement: <i>He / She likes apples.</i> Present simple tense, questions: <i>Do you like apples?</i> Short answers: <i>Yes, I do. No, I don't.</i>	<i>pizza, popcorn, chicken, apples, spaghetti, fish, cheese, orange, milk, ice cream, banana, cola</i>	<ul style="list-style-type: none"> Problem-solving Learning about eating habits in Britain Listening comprehension Drawing Reading comprehension
10	Body	<ul style="list-style-type: none"> Describing people's physical appearance Asking people for their opinions 	'Have got' statements: <i>He's got a big nose.</i> <i>I like the zebra best. What about you?</i>	<i>hair, ears, eyes, legs, nose, toes, arms, face, mouth, teeth, big, small</i>	<ul style="list-style-type: none"> Listening comprehension Reading comprehension Writing descriptive texts Playing a game Cutting and sticking
Revision Unit					

Level 2

Unit	Topics	Functions	Structures	Key Vocabulary	Activities and Skills
0	Good to see you again	• Revision of Level 1	Revision of Level 1	Revision of Level 1	<ul style="list-style-type: none"> • Singing a song • Identifying word groups
1	In the classroom	<ul style="list-style-type: none"> • Saying where things are • Asking about quantity 	<i>There is a pen under the chair.</i> <i>How many chairs are there?</i> Prepositions of place: <i>in, on, under, behind, in front of</i>	<i>chair, desk, board, lights, door, window, curtains</i>	<ul style="list-style-type: none"> • Problem-solving • Cutting and sticking • Reading comprehension • Learning about British money
2	Numbers	<ul style="list-style-type: none"> • Buying things • Asking about price • Adding up • Asking about quantity 	<i>How much is it? It's 60p.</i> <i>Two apples and an orange.</i> <i>Here you are.</i> <i>That's 90p please.</i>	Numbers 20 – 100 <i>plus, minus, shop, money, breakfast, lunch, dinner</i>	<ul style="list-style-type: none"> • Singing a song • Listening comprehension • Problem-solving • Acting out a shopping dialogue
3	School	<ul style="list-style-type: none"> • Talking about school • Talking about likes and dislikes 	Superlative forms: <i>best</i> Present simple tense, statement, negative and question: <i>I like, I don't like. Do you like?</i>	<i>school uniform, sweater, tie, shoes, blouse, shirt, skirt</i>	<ul style="list-style-type: none"> • Reading and writing letters • Learning about schools in Britain
4	Free time	• Talking about abilities	Modal verb 'can' for ability, statement, question, negative: <i>He can sing. He can't swim.</i> <i>Can you ride a horse?</i> Short answers: <i>Yes, I can. No, I can't.</i> <i>Nobody / everybody can ...</i> 'Have got': <i>I've got a bow and arrow.</i>	<i>play table tennis / football / the piano, ride a horse, roller blade, ski, swim</i>	<ul style="list-style-type: none"> • Interviewing a classmate about abilities • Writing a wall chart and a class report • Reading comprehension • Singing a song
Revision Unit					
5	Time	• Telling the time	<i>What's the time?</i> <i>It's seven o'clock.</i> <i>It's half past seven.</i>	<i>clock, watch, a crazy clock, strike, shout, start</i>	<ul style="list-style-type: none"> • Problem-solving • Listening comprehension • Matching watches and times • Reading comprehension
6	Friends	• Talking about friends	Present simple tense statements: <i>He is my best friend.</i> <i>She likes music.</i> <i>He has got a pen.</i> <i>They are best friends.</i> Possessive adjectives: <i>his, her</i>	<i>friendship band, ribbon, scissors, sticky tape, fix, keep, make, tie, a plait, a knot</i>	<ul style="list-style-type: none"> • Listening comprehension • Reading about Britain's multicultural society • Writing about friends • Making a friendship band • Problem-solving
7	Animals	• Asking and answering questions	Question forms: <i>What ...? Does it ...? Can it ...?</i> <i>Has it got ...? Is it a ...?</i>	<i>lion, hippo, wolf, snake, fox, sheep, duck, cow, pig</i>	<ul style="list-style-type: none"> • Listening and taking notes • Writing questions • Playing a guessing game • Problem-solving
Revision Unit					
8	My room	• Saying where things are	Prepositions of place: <i>in, on, under, behind</i>	<i>mirror, picture, wardrobe, curtains, lamp, window, TV, table, sofa, chairs</i>	<ul style="list-style-type: none"> • Finding hidden objects in a picture • Problem-solving • Reading comprehension • Listening comprehension
9	Games	<ul style="list-style-type: none"> • Following instructions • Talking about shapes 	Imperatives: <i>Miss a turn, Throw again, Go back to four</i>	<i>triangles, circles, rectangles, squares, cut out, cut along, colour, fold, fix, drop, hit, start, finish</i>	<ul style="list-style-type: none"> • Learning a poem • Doing an information gap activity • Playing a board game • Reading instructions • Making a paper helicopter • Reading about English games
10	Holidays	• Talking about holiday photos	Present continuous tense: <i>Nick is riding a bike.</i>	<i>house, bathroom, bedroom, living room, kitchen, surf, have a bath, wash the dishes</i> <i>Have a nice holiday!</i>	<ul style="list-style-type: none"> • Reading about children's holidays • Problem-solving
Revision Unit					

Level 3

Unit	Topics	Functions	Structures	Key Vocabulary	Activities and Skills
0	Welcome back	• Revision Level 1	Revision Level 1	Revision Level 1	<ul style="list-style-type: none"> • Singing a song • Roleplay
1	A party	<ul style="list-style-type: none"> • Talking about future plans • Making offers 	'Going to' for future plans: <i>I'm going to buy apples.</i> Present continuous tense (for events in the immediate future): <i>We're having a party.</i> 'will' + infinitive without 'to': <i>I'll bring the popcorn.</i> 'can' for ability: <i>I can bring the sandwiches.</i>	<i>plums, pears, chewing gum, chocolates, sandwiches, popcorn, crisps, cake, need</i>	<ul style="list-style-type: none"> • Listening comprehension • Singing a song • Miming an action story • Roleplay • Deciphering codes • Completing dialogues • Reading comprehension
2	Mascots	• Asking for and giving personal information	'Have got' questions: <i>Have you got a mascot?</i> Short answers: <i>Yes I have.</i> <i>No, I haven't.</i>	<i>mascots, ring, shells, friendship band, silver, bells, soft toy, dollars</i>	<ul style="list-style-type: none"> • Listening comprehension • Writing sentences • Making a class chart • Reading comprehension
3	Dreams	• Talking about dreams	Frequency adverbs: <i>often, sometimes, never</i> Relative pronoun: <i>that</i> <i>I dream that I can fly.</i>	<i>friends, snakes, spiders, ghosts</i>	<ul style="list-style-type: none"> • Miming a story • Listening comprehension • Deciphering a code • Building sentences
4	What do you collect?	• Giving and asking for personal information	<i>What do you collect?</i> <i>How many have you got?</i> Present simple tense, negatives: <i>She doesn't collect autographs.</i>	<i>autographs, comics, stamps, postcards, cactus, collect</i>	<ul style="list-style-type: none"> • Listening for detail • Writing about interviews • Completing a dialogue • Reading a poem • Understanding simple instructions
Revision Unit					
5	Time	• Talking about time	<i>It's eight o'clock.</i> <i>It's quarter past / half past eight.</i> <i>It's five to nine.</i> Superlatives: <i>the fastest car</i>	<i>start, end, athlete, cheetah, cyclist, car, train</i>	<ul style="list-style-type: none"> • Counting and timing actions • Listening comprehension • Asking for and giving the time
6	Life in the Arctic	• Appreciating different lifestyles	Frequency adverbs: <i>always, never, most of the year</i> Revision of question forms	<i>polar bear, catch a hare, jump in the water, swim across a lake, walk through snow, run up a hill, come to the top, come to a stop</i>	<ul style="list-style-type: none"> • Extensive reading • Discovering other cultures
7	Television	<ul style="list-style-type: none"> • Talking about TV habits • Talking about likes and dislikes 	Present simple tense: <i>she likes, doesn't like</i> Frequency adverbs: <i>often, always, sometimes, never</i>	<i>cartoons, nature / sport programmes, science fiction, detective films, romantic films, interesting, boring, great</i>	<ul style="list-style-type: none"> • Listening comprehension • Reporting • Reading comprehension • Interviewing other pupils • Problem-solving • Writing about your TV habits • Reading a poem aloud
Revision Unit					
8	In town	• Asking for and giving directions	<i>Excuse me, where's the park?</i> <i>go straight ahead, turn left, turn right, opposite, next to</i>	<i>train station, park, museum, church, hospital, tourist office, bus stop, police station, past</i>	<ul style="list-style-type: none"> • Singing a song • Listening comprehension • Acting out dialogues • Problem-solving • Sequencing dialogue • Unjumbling words
9	Adventures	<ul style="list-style-type: none"> • Talking about fears • Making deductions 	Modal verb 'must' for deduction: <i>It must be fantastic to fly to the moon.</i>	<i>afraid of, big dogs, bad marks, monsters, aliens, caves, horror films, thunderstorms, sleeping alone, earthquakes, the dark, getting into fights, fantastic, stupid</i>	<ul style="list-style-type: none"> • Matching phrases with pictures • Completing sentences • Reading comprehension • Acting out a story • Listening to a poem • Writing a poem
10	On the beach	• Describing what's happening now	Present continuous tense: <i>He's fishing.</i>	<i>riding a jet-ski, buying a drink, making a phone call, fishing, snorkelling, putting on a mask, putting on flippers, flying a kite, eating an ice cream</i>	<ul style="list-style-type: none"> • Singing a song • Guessing game • Problem-solving • Reading comprehension • Reading about beaches in other countries
Revision Unit					

Level 4

Unit	Topics	Functions	Structures	Key Vocabulary	Activities and Skills
0	Join in again	<ul style="list-style-type: none"> The lyrics of the song 	<i>I'm thinking of something you can eat / drink / put on.</i> <i>It starts with ...</i>	The alphabet	<ul style="list-style-type: none"> Greeting someone Listening comprehension Categorising vocabulary Playing a guessing game
1	School	<ul style="list-style-type: none"> Expressing likes and dislikes 	'like' + ... ing: <i>I like learning History.</i>	School subjects Jobs	<ul style="list-style-type: none"> Matching sentence halves Reading about children around the world Listening comprehension Playing a guessing game Writing a timetable
2	Children of our world	<ul style="list-style-type: none"> Talking about aspirations Talking about habits 	'want' + infinitive with 'to': <i>I want to be a doctor.</i>	<i>precious thing</i>	<ul style="list-style-type: none"> Listening comprehension Reading comprehension Singing a song Talking and writing about yourself
3	Animals in danger	<ul style="list-style-type: none"> Talking about animals Making comparisons 	Revision of question forms Asking and answering questions: <i>Why ...? Because...</i> Comparisons: <i>Is it smaller than a horse?</i>	<i>snow leopards, black rhinos, kingfishers, orangutang, horns, mud, mountains, riverbank, forests, hole, leaves, medicine, ill, forest, water, river, dirty, fish, fur, cut down, find out about</i>	<ul style="list-style-type: none"> Reading comprehension Listening comprehension Completing sentences Writing a summary Playing a game Creating a poster
4	Castles, ghosts and monsters	<ul style="list-style-type: none"> Describing places and giving information 	Superlatives: <i>the biggest city in Scotland</i>	<i>castle, ghost, monster, capital city, in the centre, along, deep lake, in love, lots of</i>	<ul style="list-style-type: none"> Learning about Scotland Reading comprehension Completing sentences Sequencing sentences to make a summary
Revision Unit					
5	The world of my dreams	<ul style="list-style-type: none"> Talking about dreams Talking about quantity Making comparisons 	Quantitative adjectives: <i>not many, a lot of, more, fewer, enough</i> Comparisons and superlatives: <i>bigger, the biggest, more beautiful, the most beautiful, better, the best</i>	<i>garden, people, flower, cars, streets, parks, computers, lovely, sweet, nice</i>	<ul style="list-style-type: none"> Listening comprehension Talking about dreams Singing a song Creating a poem
6	Festivals	<ul style="list-style-type: none"> Exchanging information about festivals 	Future simple tense: <i>We'll play a trick on you.</i> Past simple tense, regular and irregular forms: <i>left, locked</i>	<i>ship, a new home, build houses, Native America, hunt for wild turkey, catch fish, plant corn, invite, call</i>	<ul style="list-style-type: none"> Reading comprehension Learning about Hallowe'en and Thanksgiving Singing a song
7	Big cities	<ul style="list-style-type: none"> Giving directions Making comparisons 	<i>Go straight ahead.</i> <i>Take the first / second / third left.</i> Comparisons and superlatives	<i>city, town, village, huge, exciting, attractive, interesting, museum, monument, square, building</i>	<ul style="list-style-type: none"> Doing a quiz Listening comprehension. Writing a description of your home town Reading a map and following directions Drawing a map Reading comprehension
Revision Unit					
8	Robin Hood	<ul style="list-style-type: none"> Playing a board game Making decisions 	Past simple tense, regular and irregular forms: <i>was, lived, loved, helped, worked, took, caught, went, killed, fought</i> 'will' + infinitive without 'to': <i>I'll stay, we'll fight</i>	<i>It's your turn.</i> <i>Whose turn is it?</i> <i>Throw the dice.</i> <i>Miss a turn.</i> <i>Move to</i>	<ul style="list-style-type: none"> Doing a quiz Reading comprehension Listening comprehension
9	Accidents	<ul style="list-style-type: none"> Talking about the past Talking about accidents Making predictions 	Past simple tense, statements questions, negatives: <i>was, went, gave, broke, put, had, cut</i> Future simple tense: <i>It will hurt. I won't.</i>	Parts of the body	<ul style="list-style-type: none"> Drafting a piece of writing Learning about safety on the roads and in cars Doing a quiz Reading comprehension Listening comprehension Playing a board game
10	I love reading	<ul style="list-style-type: none"> Talking about the past Making predictions 	Past simple tense, statements and negatives: <i>saw, told, heard, opened, laughed, jumped, didn't understand</i> Future simple: <i>He'll be happy.</i>	<i>play a trick, competition, short, tall, clever, sleepy, strong, gold, stone</i>	<ul style="list-style-type: none"> Reading comprehension Sequencing texts to make a story Listening comprehension Making predictions Making a poster
Revision Unit					

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