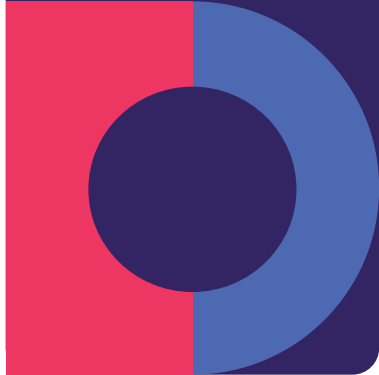


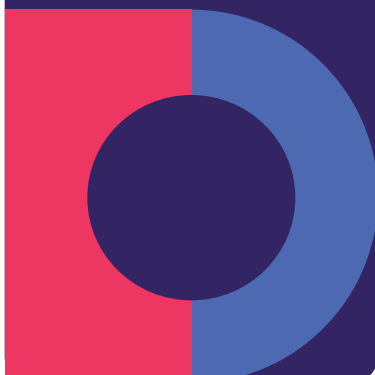


Unit & Title	Lesson & Title	Aim	Grammar	Vocabulary
1 Personal information 	A His name is Noah!	Practice using “to be” statements and questions, first and third person possessive adjectives to give and ask for personal details.	Simple present tense of the verb “to be” (statements and questions), possessive adjectives (my, your, his, her).	Personal information vocabulary (e.g., name, age, nationality, place of birth, occupation).
	B Dates!	Learn to use ordinal numbers, months of the year, and reference pronouns (“it” and “they”) for describing dates and events.	Simple present tense with “to be” for “wh-” questions; reference pronouns “it” and “they.”	Ordinal numbers, months, and celebrations (e.g., Valentine’s Day, Halloween).
	C Isn’t he Carlo?	Use negative questions and clarification phrases to confirm or request repetition of personal information.	Negative questions with “to be” and “wh-” words (e.g., “Isn’t your name John?”).	Clarification phrases (e.g., “Can you repeat that, please?”, “How do you spell that?”).
	D Skilful mindset	In lesson four, students will apply the language and vocabulary from the first three lessons through communicative activities designed to build fluency and confidence. These tasks help consolidate prior knowledge while transitioning from controlled practice to freer expression, promoting both accuracy and fluency.		
2 Home sweet home 	A House hunting!	Use “have got/has got” to describe rooms and their features in a house.	“Have got/Has got” in positive, negative, and question forms.	Rooms and features in a house (e.g., living room, en-suite bathroom, walk-in closet).
	B I love my bed!	Identify and describe household items and their uses using negative “wh-” questions in simple present.	Negative “wh-” questions in simple present.	Common household items (e.g., sink, armchair, chest of drawers).
	C My house!	Explore various types of houses in different cultures using comparatives and superlatives.	Comparatives and superlatives (e.g., smaller, more modern, the most spacious).	Types of houses (e.g., bungalow, terraced house, hut).
	D Skilful mindset	In lesson four, students will apply the language and vocabulary from the first three lessons through communicative activities designed to build fluency and confidence. These tasks help consolidate prior knowledge while transitioning from controlled practice to freer expression, promoting both accuracy and fluency.		
3 Positive changes 	A Everyday actions	Practice using imperatives (“let’s”) to give suggestions and instructions for positive routines.	Imperatives with “let’s” and negative imperatives for giving advice, instructions, or orders.	Daily routine activities (e.g., get up, see friends, go to bed, leave home).
	B Hobbies	Learn to give advice using “should” and “shouldn’t” for stress relief and well-being.	Positive and negative statements with “should” for advice and suggestions.	Hobbies and activities for stress relief (e.g., taking photos, keeping pets, going cycling).
	C Being healthy!	Use “must” to express strong advice or necessity and “mustn’t” for prohibitions.	“Must” and “mustn’t” for healthy habits and rules.	Healthy habits (e.g., eat fruits and vegetables, drink water, get regular check-ups).
	D Skilful mindset	In lesson four, students will apply the language and vocabulary from the first three lessons through communicative activities designed to build fluency and confidence. These tasks help consolidate prior knowledge while transitioning from controlled practice to freer expression, promoting both accuracy and fluency.		
4 Right now! 	A Let’s go to the mall!	Identify and describe places in a mall where items can be purchased and events in progress using the present continuous.	Present continuous for actions in progress; “some” and “any” to express quantities in positive and negative statements.	Places in a mall (e.g., bookstore, shoe store, electronics store) and related shopping terms.
	B Cash or card?	Use present continuous interrogative forms to ask about shopping activities and identify money-related verbs.	Present continuous for interrogative forms; money verbs (e.g., buy, pay, sell, spend).	Shopping verbs and phrases (e.g., try on, look for, complain).
	C Shopping!	Learn to use “would like” for requests and preferences and “could” for polite requests.	“Would like” to express desires and requests; “could” for making polite requests.	Discounts and promotions (e.g., 50% off, buy one get one free, special offers).
	D Skilful mindset	In lesson four, students will apply the language and vocabulary from the first three lessons through communicative activities designed to build fluency and confidence. These tasks help consolidate prior knowledge while transitioning from controlled practice to freer expression, promoting both accuracy and fluency.		



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5 What's happening? 	A Annoying issues	Use the present continuous with "always" to describe ongoing, undesirable situations.	Present continuous with "always" for repeated actions or behaviors that are bothersome.	Problems and issues (e.g., loud neighbors, internet problems, too much homework).
	B Lifestyle	Compare different lifestyles using simple present and present continuous to describe routines and current activities.	Simple present for routines and general truths; present continuous for ongoing or temporary actions.	Lifestyles (e.g., active, sedentary, luxurious, frugal).
	C Sightseeing	Express opinions and attitudes using adverbs (e.g., honestly, personally, clearly).	Adverbs to indicate attitude and viewpoint.	Adverbs of attitude (e.g., definitely, apparently, unfortunately).
	D Skilful mindset	In lesson four, students will apply the language and vocabulary from the first three lessons through communicative activities designed to build fluency and confidence. These tasks help consolidate prior knowledge while transitioning from controlled practice to freer expression, promoting both accuracy and fluency.		
6 Locations 	A I love my house!	Learn to describe places in a city using the simple past of "to be" (affirmative) and prepositions of place.	Simple past of "to be" (affirmative) and prepositions of place (e.g., in, on, at).	Places in a city (e.g., library, museum, cinema, historical sites).
	B Taking the bus!	Identify and describe types of transportation and discuss features of a city using simple past negative forms.	Simple past negative forms of "to be" (wasn't, weren't) and prepositions of place (e.g., next to, between, under).	Types of transportation (e.g., bus, bike, tram, subway).
	C Giving directions!	Learn to interpret and discuss traffic signs and give directions using simple past interrogative forms.	Simple past interrogative forms ("Was there...?" "Were there...?").	Traffic signs (e.g., speed limit, no overtaking, intersection, road narrows).
	D Skilful mindset	In lesson four, students will apply the language and vocabulary from the first three lessons through communicative activities designed to build fluency and confidence. These tasks help consolidate prior knowledge while transitioning from controlled practice to freer expression, promoting both accuracy and fluency.		
7 The everyday 	A Work activities	Use simple past affirmative and negative statements to describe work activities in the past.	Simple past affirmative and negative statements (regular and irregular verbs).	Work-related activities (e.g., create reports, answer emails, have meetings, prepare presentations).
	B All in a day's work	Form and use simple past yes/no and wh- questions to inquire about jobs and experiences.	Simple past yes/no and wh- questions with auxiliary "did."	Occupations (e.g., footballer, shop assistant, mechanic, nurse, businessman).
	C The everyday!	Use "could" and "couldn't" to describe abilities and skills in the past.	"Could" and "couldn't" for expressing past abilities.	Everyday activities and skills (e.g., ride a bike, draw, whistle, lift weights).
	D Skilful mindset	In lesson four, students will apply the language and vocabulary from the first three lessons through communicative activities designed to build fluency and confidence. These tasks help consolidate prior knowledge while transitioning from controlled practice to freer expression, promoting both accuracy and fluency.		
8 Health and science 	A The human body!	Learn to describe experiences and recent events in health-related contexts using the present perfect tense and appropriate time expressions.	Present perfect tense in affirmative and negative forms to describe experiences and recent actions, using time expressions like 'always', 'never', and 'so far' to emphasize frequency and progress.	Parts of the body (e.g., fingers, toes, elbows), along with medical and health-related words and phrases to talk about the body.
	B People's health	Learn to describe ailments and injuries and express actions in relation to health using the present perfect with "since" and "for."	Present perfect affirmative and negative forms, with a focus on time expressions 'since' (to indicate the starting point of an action) and 'for' (to express the duration of time an action has been ongoing).	Common ailments and injuries (e.g., headache, sore throat, sneeze, runny nose, cut, burn, faint, broken arm).
	C Health science	Explore advancements in health science using the present perfect with "already," "just," and "yet" to describe recent actions and progress.	Present perfect with "already," "just," and "yet" to describe recent actions, achievements, and expectations.	Terminology related to health science advancements and innovations in healthcare.
	D Skilful mindset	In lesson four, students will apply the language and vocabulary from the first three lessons through communicative activities designed to build fluency and confidence. These tasks help consolidate prior knowledge while transitioning from controlled practice to freer expression, promoting both accuracy and fluency.		



Unit & Title	Lesson & Title	Aim	Grammar	Vocabulary
9 Life expectations 	A Big moments in life	Learn to talk about significant life events using the simple past in affirmative, negative, and interrogative forms.	Simple past (regular and irregular verbs) in affirmative, negative, and question forms to describe past events.	Common life milestones (e.g., graduated, started school, got a job, moved out, got married).
	B Been there, done that!	Practice discussing personal experiences and achievements using the present perfect, and learn to connect ideas with conjunctions "because," "but," and "so."	Present perfect (affirmative and negative forms review, and question form with "ever") to describe experiences and achievements. Use of conjunctions "because," "but," and "so" to explain reasons, contrasts, and results.	Words and phrases to talk about experiences and achievements (e.g., traveled, learned, met interesting people).
	C Remember the time?	Learn to describe and compare "first times" and recent achievements using the contrast between the present perfect and simple past tenses.	Contrast between present perfect (for experiences and actions with present relevance) and simple past (for completed actions in the past with a specific time frame).	Words and phrases related to first-time experiences and recently completed actions (e.g., "win a competition," "try a new activity").
	D Skilful mindset	In lesson four, students will apply the language and vocabulary from the first three lessons through communicative activities designed to build fluency and confidence. These tasks help consolidate prior knowledge while transitioning from controlled practice to freer expression, promoting both accuracy and fluency.		
10 Who was singing? 	A A weird world!	Learn to describe unusual events and ongoing actions in the past using the past continuous tense, and explore the usage of phrasal verbs with "up" and "out."	Past continuous tense in affirmative and negative forms to describe actions in progress in the past. Phrasal verbs with "up" and "out" (e.g., "give up," "run out").	Descriptions of unusual or unique celebrations and traditions from around the globe.
	B What a shame!	Learn to ask questions about celebrities and their ongoing actions in the past using the past continuous tense, including questions with "wh-" words.	Past continuous tense in interrogative form to ask about actions in progress in the past. Past continuous tense with "wh-" question words to gather specific details about past actions.	Descriptions of celebrities' unusual and eccentric behaviors.
	C Believe it or not!	Learn to describe bizarre events and oddities using simple present and past continuous tense clauses, and explore how actions are performed using adverbs of manner.	Past continuous tense clauses linked with 'when' to describe background actions in the past and adverbs of manner to describe how actions are performed.	Words and phrases to talk about bizarre and mysterious events and oddities from around the world.
	D Skilful mindset	In lesson four, students will apply the language and vocabulary from the first three lessons through communicative activities designed to build fluency and confidence. These tasks help consolidate prior knowledge while transitioning from controlled practice to freer expression, promoting both accuracy and fluency.		
11 Whatever the weather! 	A If it rains!	Learn to describe future plans and predictions related to weather using the simple future tense, along with time expressions to indicate when events will happen.	Simple future tense in affirmative and negative forms to make predictions and plans. Time expressions for the future (e.g., "tomorrow," "next week," "in a few days").	Words and phrases related to the weather (e.g., sunny, cloudy, stormy, rainfall).
	B A sunny day	Learn to ask about and describe future weather conditions and seasonal changes using the simple future tense.	Simple future tense in interrogative form to ask about future events. Simple future with "will be" in "wh-" questions to inquire about specific details.	The seasons in different biomes (e.g., rainforest, desert, tundra, savanna).
	C Vacation time	Learn to plan and discuss future vacations using the simple future tense with conditional "if" clauses to express possible actions and decisions.	Simple future tense combined with "when" clauses to talk about future plans and actions (e.g., "When we get to the mountains, we will wear warm clothes").	Words and phrases related to planning a vacation (e.g., itinerary, sunscreen, reservations, travel gear).
	D Skilful mindset	In lesson four, students will apply the language and vocabulary from the first three lessons through communicative activities designed to build fluency and confidence. These tasks help consolidate prior knowledge while transitioning from controlled practice to freer expression, promoting both accuracy and fluency.		
12 What matters! 	A Relationships	Learn to discuss relationships and social connections using the zero conditional for general truths and indefinite pronouns to refer to people.	Zero conditional to describe general truths and cause-effect relationships (e.g., "If someone feels sad, they usually talk to a friend"). Indefinite pronouns referring to people (e.g., someone, anyone, everyone).	Words and phrases related to relationships and social connections (e.g., friend, family, partner, support).
	B What matters!	Learn to discuss values and their impact on communities using the first conditional for possible future outcomes and indefinite pronouns to refer to groups of people.	First conditional to describe possible future outcomes based on specific conditions (e.g., "If people work together, they will achieve more"). Indefinite pronouns to refer to people, places, or things (e.g. something, nothing, anything).	Words and phrases related to values and principles (e.g., kindness, honesty, cooperation, responsibility).
	C If I were rich!	Learn to discuss hypothetical situations and their impact on relationships using the second conditional.	Second conditional to describe hypothetical or unreal situations and their imagined consequences (e.g., "If I had more time, I would spend it with my family").	Words and phrases related to relationships with family members and friends (e.g., parents, siblings, best friend, close bond).
	D Skilful mindset	In lesson four, students will apply the language and vocabulary from the first three lessons through communicative activities designed to build fluency and confidence. These tasks help consolidate prior knowledge while transitioning from controlled practice to freer expression, promoting both accuracy and fluency.		