



Unit & Title	Lesson & Title	Aim	Grammar	Vocabulary
5 Everyday activities!	A He plays at 7:00!	Learn to talk about and ask questions regarding leisure activities in the third person.	Simple present (third person singular: positive, negative, and questions).	Common leisure activities (e.g., play football, sing karaoke, stream movies, ride a bicycle).
	B But I want to!	Practice using simple present with conjunctions "and," "but," and "or," and time expressions with "every."	Simple present with conjunctions and time expressions (e.g., every day, every week).	Activities and routines at school, work, and leisure (e.g., have a coffee, give presentations, draw, read books).
	C I rarely sleep!	Learn to use adverbs of frequency and ask questions with "how often" to describe habits and routines.	Adverbs of frequency (e.g., always, often, sometimes, rarely, never) and question formation with "how often."	Daily life activities (e.g., take a break, attend meetings, do homework, visit clients).
	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 Food!	A I love burgers!	Practice expressing existence with "there is" and "there are," using quantifiers ("some," "any," "a lot of").	"There is/are" for existence; quantifiers for countable and uncountable nouns.	Foods (e.g., bananas, carrots, bread, rice, cheese).
	B I'd like a cake!	Learn to order food using "would like to" for polite requests.	"Would like to" for expressing wants and making polite requests.	Currency terms (e.g., dollar, euro, pence, cents) and food-related phrases.
	C It's delicious!	Use "how much" and "how many" to talk about quantities and junk food.	"How much" for uncountable nouns; "how many" for countable nouns.	Junk food items (e.g., hamburgers, pizza, onion rings, milkshake).
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7 Traveling!	A Travel tips	Learn to use "must," "have to," and "mustn't" to express obligations, strong advice, and activities that are not permitted.	"Must," "have to," and "mustn't" for obligations and prohibitions.	Travel items and essentials (e.g., passport, visa, suitcase, vaccination).
	B At the airport	Learn to use "can" and "can't" (cannot) to express permission and prohibition in various scenarios.	"Can" for permission; "can't" for prohibition.	Airport-specific terms (e.g., arrivals, boarding pass, security check, duty-free shops).
	C Off we go!	Learn to use imperatives to give instructions, commands, directions, or polite requests.	Imperatives for positive instructions (e.g., "Take your passport") and negative instructions ("Don't lose your ticket").	Airport-related terms (e.g., scanner, boarding pass, seatbelt, flight attendant).
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8 Health	A Parts of the body	Learn to use "this," "that," "these," and "those" to talk about body parts and to describe objects near and far.	Demonstratives: "this" and "that" for singular nouns, "these" and "those" for plural nouns, including positive and negative forms.	Body parts (e.g., head, arms, legs, stomach, teeth).
	B At the doctors	Practice using "have" and "has got" to describe symptoms of illnesses.	"Have got" and "has got" in positive, negative, and interrogative forms for possession and symptoms.	Common illnesses and symptoms (e.g., fever, sore throat, headache, cough).
	C Healthy habits	Use "should" and "must" to give advice and describe obligations for health and illness.	"Should" for recommendations and good ideas and "Must" for strong advice and obligations	Treatments and remedies (e.g., antibiotics, cough syrup, rest).
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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).
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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).
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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).
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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 (eg fingers, toes, elbows, 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.
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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").
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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.	Word and phrases to talk about bizarre and mysterious events and oddities from around the world.
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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).
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