



Unit & Title	Lesson & Title	Aim	Grammar	Vocabulary
1 It's me!	A Nice to meet you!	To learn and practice greetings, introductions, and polite conversation.	Verb "to be" (simple present), subject pronouns, and possessive adjectives (1st and 3rd person).	Greetings for different times of the day (e.g., Good morning, Good evening), pronouns, and basic introductions.
	B It's 519 345 0638!	Learn to use numbers 1-12, months of the year, and phrases for asking and giving personal information. Practice prepositions of time ("in", "on" and "at").	Subject pronoun "it" and the verb "to be" (simple present); prepositions of time ("in", "on" and "at").	Numbers 1-12, months of the year, personal information vocabulary (e.g., address, zip code, phone number).
	C Nationalities!	Learn the English alphabet, practice using personal pronouns, and understand WH question words ("What," "Where," and "Who").	Personal pronouns and the verb "to be" (simple present), WH question words for asking about origin, nationality, and identity.	The alphabet, countries, nationalities, and related terms.
	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 Family!	A I love my family!	To explain the relationships between family members using personal pronouns, possessive adjectives, and the question word "Who."	Subject pronouns and possessive adjectives, WH word: "Who" for asking about relationships and identity.	Family members (e.g., mother, father, sister, brother, grandparents, grandchildren, wife, husband).
	B My mother's dad!	Learn to describe family members using personal and physical traits, practice possession with "'s," and use "has/have got."	Apostrophe-s for possession, "Has/Have got" for describing possession and physical traits and paraphrasing using 'apostrophe-s' with "has/have got." E.g. "He's got short hair."	Extended family members (e.g., aunt, uncle, niece, nephew, cousins) and physical descriptions (e.g., curly hair, blue eyes, tall, freckles).
	C I am tall!	Practice using the verb "to be" (all forms) for descriptions and learn how to strengthen descriptions using the intensifiers "very" and "really."	Verb "to be" (all forms: positive, negative, and question forms) and adjectives with intensifiers "very" and "really."	Adjectives for personal and physical descriptions (e.g., tall, young, boring, expensive, funny, beautiful).
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3 School matters	A Where are you?	Learn to describe jobs and workplaces using the verb "to be" in negative and interrogative forms and prepositions of place.	Verb "to be" (negative and interrogative forms), prepositions of place ("at," "in," "on").	Jobs and occupations (e.g., doctor, teacher, chef), places in the city (e.g., hospital, bus station, restaurant).
	B I love languages!	Learn to express abilities using "can" and "can't" and explore vocabulary related to school locations and subjects.	"Can" and "Can't" to express ability.	Places in a school (e.g., library, cafeteria, science lab), school subjects (e.g., math, literature, history).
	C Can I have a pen?	Practice using "can" in the interrogative form to ask for permission, and learn vocabulary for classroom objects and concepts of "lend" and "borrow."	"Can" in interrogative form with short answers, and the distinction between "lend" (to give temporarily) and "borrow" (to take temporarily).	Classroom objects (e.g., desk, marker, eraser), plural noun forms (e.g., scissors, books).
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4 I enjoy reading!	A I like it!	Learn to use verbs of preference ("like," "love," "not like," and "hate") with nouns and object pronouns.	Verbs of preference (like, love, not like, hate) with nouns and object pronouns.	Common preferences (e.g., food, pets, sports, media).
	B Hobbies	Express preferences for everyday activities and hobbies using verbs of preference with gerund and infinitive forms.	Verbs of preference with gerund and infinitive forms to express habits or specific actions.	Everyday activities (e.g., swimming, studying, playing sports).
	C At work!	Use the simple present tense to describe work activities, including negative and question forms (first person).	Simple present tense, negative and question forms (first person).	Work-related activities (e.g., meet clients, take the bus, write emails).
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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).
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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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9 Animal kingdom!	A On a safari!	Describe actions happening now using positive and negative forms of the present continuous.	Present continuous (affirmative and negative forms) for actions happening now.	Animals and their actions (e.g., cheetah running, lion resting, parrots flying).
	B At the zoo!	Form and use present continuous questions to ask about actions happening now.	Present continuous in question forms, including yes/no and open-ended questions.	Zoo and wildlife-related terms (e.g., aviary, reptile house, safari area).
	C Wild pets!	Use WH questions in the present continuous to ask for more specific information about ongoing actions.	WH questions with present continuous (e.g., "What are they doing?" "Where is he going?").	Verbs describing animal actions (e.g., feeding, jumping, resting).
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10 Weekend plans	A What are we going to do?	Describe future plans using "going to" with the pronouns I, You, We, and They in positive, negative, and question forms.	"Going to" for expressing intentions and plans (e.g., I am going to visit family).	Weekend activities (e.g., go hiking, visit family, eat out, watch movies).
	B She has a plan!	Practice using "going to" for future plans with third-person singular pronouns in various contexts.	"Going to" with He, She, and It, including affirmative, negative, and question forms.	Weather descriptions (e.g., sunny, rainy, windy) and related activities.
	C It will be amazing!	Use "will" to make predictions about the weather and spontaneous decisions about the future.	"Will" in positive, negative, and question forms for predictions and decisions.	Weather phenomena (e.g., hail, thunder, lightning, storm).
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11 Around the City!	A It was a nice show!	Use the simple past tense of the verb "to be" to describe city attractions in both positive and negative forms.	Verb "to be" in simple past: positive (was/were) and negative (wasn't/weren't).	City attractions (e.g., aquarium, museum, amusement park, botanical garden).
	B Taking the bus!	Form and respond to yes/no questions in the simple past with the verb "to be," focusing on prepositions of location and forms of transport.	Verb "to be" in simple past for yes/no questions and short answers.	Forms of transport (e.g., bus, subway, plane) and prepositions of location (e.g., in, on, behind, between).
	C He was at the city hall!	Use WH questions with the verb "to be" in the simple past tense to ask about locations, people, and reasons in historical contexts.	WH questions with "was" and "were" (e.g., Who was there? Where were they?).	City places and descriptions (e.g., city square, police station, playground).
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12 Celebrations!	A I loved Christmas!	Practice forming positive and negative sentences in the simple past to describe holidays and special days.	Simple past (regular and irregular verbs) in positive and negative forms; time expressions (e.g., yesterday, last week).	Holidays and traditions (e.g., Hanukkah, Holi, Day of the Dead).
	B Celebrations!	Use "there was" and "there were" to describe past events, focusing on milestones and special celebrations.	"There was" (singular) and "there were" (plural) for describing existence in the past.	Milestones and celebrations (e.g., wedding, graduation, anniversary).
	C My last birthday!	Practice using irregular verbs in the simple past to talk about past events and milestones.	Irregular verbs in the simple past (e.g., go, see, eat, make, give).	Actions and events (e.g., gave presents, ate cake, danced).
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