







Modules	Vocabulary	Grammar	Functions	Reading
<p><b>1</b></p> <p><b>Teen life</b></p>	<ul style="list-style-type: none"> <li>• Personality adjectives</li> <li>• Conversational English</li> <li>• Words/Phrases related to technology</li> <li>• Activities and sports</li> <li>• Collocations related to sports</li> <li>• Types of music</li> <li>• Musical instruments</li> <li>• Phrases expressing like and dislike</li> </ul>	<ul style="list-style-type: none"> <li>• Present Simple vs Present Progressive</li> <li>• Stative verbs</li> <li>• Past Simple</li> <li>• Used to</li> <li>• Comparison of adjectives and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishing between habitual actions, current activities and future plans</li> <li>• Discussing facts</li> <li>• Guessing the meaning of unknown words/phrases</li> <li>• Discussing past habits and situations</li> <li>• Making comparisons</li> <li>• Expressing opinion</li> <li>• Expressing agreement/disagreement</li> <li>• Expressing like and dislike</li> <li>• Describing personality</li> <li>• Starting, maintaining and ending a conversation</li> <li>• Introducing oneself and presenting aspects of one's life (family, friends, where one lives, school life, interests, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• A comic strip: <i>Billy B's new video</i></li> <li>• A survey questionnaire: <i>Tech habits</i></li> <li>• A magazine article: <i>The digital detox challenge</i></li> <li>• A magazine article: <i>Cool kicks!</i></li> </ul>
<p><b>2</b></p> <p><b>World-famous</b></p>	<ul style="list-style-type: none"> <li>• Units of measurement</li> <li>• Conversational English</li> <li>• Collocations with <i>make</i> and <i>do</i></li> <li>• Phrases used when describing a picture</li> <li>• Shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Relative pronouns: <i>who, which, that, whose</i></li> <li>• Relative adverb: <i>where</i></li> <li>• Conditional Sentences Type 1</li> <li>• Time Clauses (Present - Future)</li> <li>• <i>Some, any, no, every</i> and their compounds</li> <li>• Prepositions of place and movement</li> </ul>	<ul style="list-style-type: none"> <li>• Defining people, places and things</li> <li>• Understanding signs and notices</li> <li>• Guessing the meaning of unknown words/phrases</li> <li>• Talking about conditions and their results</li> <li>• Describing a picture</li> <li>• Giving and following instructions</li> <li>• Asking for and giving information</li> <li>• Asking for clarification and repetition</li> <li>• Describing places/sights</li> </ul>	<ul style="list-style-type: none"> <li>• A school blog: <i>A trip to the American Museum of Natural History</i></li> <li>• Signs and notices</li> <li>• A dialogue about a game</li> <li>• A biography: <i>Walt Disney: The man who never gave up</i></li> </ul>
<p><b>3</b></p> <p><b>Have you ever...?</b></p>	<ul style="list-style-type: none"> <li>• Conversational English</li> <li>• Collocations and words related to education</li> <li>• Phrasal verbs</li> <li>• Words easily confused</li> </ul>	<ul style="list-style-type: none"> <li>• Present Perfect Simple</li> <li>• Present Perfect Simple vs Past Simple</li> <li>• Present Perfect Progressive</li> <li>• Present Perfect Simple - Present Perfect Progressive</li> <li>• <i>for - since</i></li> <li>• Reflexive pronouns</li> <li>• Exclamatory sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about experiences</li> <li>• Guessing the meaning of unknown words/phrases</li> <li>• Linking past and present time</li> <li>• Talking about the duration of an action</li> <li>• Focusing on the result of an action</li> <li>• Distinguishing between words easily confused</li> <li>• Exchanging personal information</li> <li>• Giving and responding to good/bad news</li> <li>• Showing enthusiasm and expressing sympathy</li> <li>• Indicating that you are following what someone is saying</li> </ul>	<ul style="list-style-type: none"> <li>• A comic strip: <i>The Spelling Bee</i></li> <li>• A digital diary: <i>My Argentinian diary</i></li> <li>• A factual text: <i>Hacking the teenage brain</i></li> </ul>
<p><b>4</b></p> <p><b>A taste of adventure</b></p>	<ul style="list-style-type: none"> <li>• Words related to adventure and danger</li> <li>• Adverbial phrases</li> <li>• Conversational English</li> <li>• -ed/-ing adjectives</li> <li>• Camping gear</li> </ul>	<ul style="list-style-type: none"> <li>• Past Simple - Past Progressive</li> <li>• Time clauses (<i>when, while, as, as soon as</i>)</li> <li>• Question tags</li> <li>• Past Perfect Simple</li> <li>• Clauses of result</li> </ul>	<ul style="list-style-type: none"> <li>• Narrating past events</li> <li>• Sequencing past actions and events</li> <li>• Guessing the meaning of unknown words/phrases</li> <li>• Describing feelings</li> <li>• Expressing (un)certainity and asking for confirmation</li> <li>• Expressing result</li> <li>• Apologising, giving an explanation and responding to an apology</li> </ul>	<ul style="list-style-type: none"> <li>• A magazine article: <i>Danger is my middle name</i></li> <li>• A comic strip: <i>The photo</i></li> <li>• An extract from an adapted tale about Robin Hood</li> </ul>

Listening (Pronunciation*)	Speaking	Writing	21 <sup>st</sup> century competencies
<ul style="list-style-type: none"> <li>Two short conversations about music preferences</li> <li>Three monologues (people talking about music experiences)</li> <li>Two short conversations in public places</li> </ul> <p>* /tʃ/, /dʒ/</p>	<ul style="list-style-type: none"> <li>Class discussion about siblings and friends</li> <li>Class discussion about tech habits</li> <li>Pair work: Comparing two activities</li> <li>Pair work: Talking about someone you know</li> <li>Pair work (Role play): Starting, maintaining and ending a conversation</li> <li>Presentation: Presenting aspects of one's life (family, friends, where one lives, school life, interests, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>A few sentences comparing two activities</li> <li>Two paragraphs describing a person you know</li> <li>A blog post presenting yourself</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Brainstorming and organising ideas with the help of a mind map</li> <li>Using appropriate tenses</li> <li>Linking words (<i>and, but, so, because, or</i>)</li> </ul>	
<ul style="list-style-type: none"> <li>A tour guide talking about a national park</li> <li>Three monologues (people talking about their favourite paintings)</li> <li>An art teacher giving a drawing dictation to students</li> <li>A conversation between a tourist and someone who works at a tourist information office</li> </ul> <p>* /s/, /z/, /ʃ/</p>	<ul style="list-style-type: none"> <li>Pair work: Exchanging information about two famous sights</li> <li>Group work (Survey): Talking about conditions and their results, and reporting answers</li> <li>Presentation: Presenting information about an important person from history</li> <li>Pair work: Giving and following instructions (drawing dictation)</li> <li>Pair work (Role play): Asking for and giving information about a town/city</li> <li>Pair work: Describing places/sights</li> </ul>	<ul style="list-style-type: none"> <li>Doing research and writing a short biography of an important person from history</li> <li>A description of a place</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Using a variety of adjectives</li> </ul>	
<ul style="list-style-type: none"> <li>A conversation between two friends about a student exchange experience</li> <li>Three short conversations about learning a language</li> <li>A man calling a language school</li> <li>A conversation between two friends about their news</li> </ul> <p>* /əʊ/, /aʊ/</p>	<ul style="list-style-type: none"> <li>Class game (Find someone who...): Looking for classmates who have done the things on a list, and reporting answers</li> <li>Pair work: Talking about travel experiences</li> <li>Pair work: Speculating about pictures</li> <li>Pair work: Interviewing each other about your English-learning habits</li> <li>Pair work (Role play): Giving good and bad news, and responding to it</li> </ul>	<ul style="list-style-type: none"> <li>Completing a form</li> <li>Two paragraphs about your English-learning experience</li> <li>A letter or an email giving news</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Set phrases for letters/emails</li> <li>Paragraphing</li> </ul>	
<ul style="list-style-type: none"> <li>A radio play with the continuation of the story of Robin Hood</li> <li>Four short conversations related to camping holidays</li> <li>A man speaking on a radio show about an adventure he had</li> </ul> <p>*Intonation of question tags</p>	<ul style="list-style-type: none"> <li>Pair work: Talking about unfortunate incidents</li> <li>Class discussion about the story of Robin Hood</li> <li>Narrating an adventure based on a listening activity</li> <li>Pair work (Role play based on visual prompts): Apologising, giving an explanation, and responding to the apology</li> <li>Group work: Putting a picture story in order, thinking of an ending and narrating the story using prompts</li> </ul>	<ul style="list-style-type: none"> <li>A narrative paragraph based on visual and verbal prompts</li> <li>Completing a summary</li> <li>A story based on visual and verbal prompts</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Linking words/phrases (time, contrast, result - consequence, cause - reason)</li> </ul>	

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<p><b>5</b></p> <p><b>Get the message across</b></p>	<ul style="list-style-type: none"> <li>Verbs related to gestures</li> <li>Conversational English</li> <li>Nouns ending in <i>-ion, -ation</i> and <i>-ment</i></li> <li>Abbreviations</li> <li>Words/Phrases related to telephone calls</li> </ul>	<ul style="list-style-type: none"> <li>so / neither / too / either</li> <li>The article 'the'</li> <li>Imperative (always, never)</li> <li>can / could / be able to</li> <li>must / have to / need (to) / can't</li> <li>can / could / may / will / would</li> <li>could / may / might</li> <li>must / can't</li> <li>would rather + verb</li> </ul>	<ul style="list-style-type: none"> <li>Discussing cultural differences</li> <li>Guessing the meaning of unknown words/phrases</li> <li>Expressing agreement/ disagreement</li> <li>Understanding signs, notices and notes</li> <li>Expressing ability</li> <li>Expressing obligation and lack of obligation</li> <li>Expressing prohibition</li> <li>Talking on the phone</li> <li>Understanding instructions</li> <li>Making requests and offering to help</li> <li>Asking for, giving and refusing permission</li> <li>Making deductions</li> <li>Discussing facts</li> <li>Asking for information in a formal manner</li> </ul>	<ul style="list-style-type: none"> <li>A comic strip: <i>Culture matters</i></li> <li>A webpage: <i>Messages that made history</i></li> <li>Signs and notices</li> <li>A notice and an email about a photography course</li> <li>Two web pages with information and instructions about voicemail</li> </ul>
<p><b>6</b></p> <p><b>Making a difference</b></p>	<ul style="list-style-type: none"> <li>Expressions with 'time'</li> <li>Words related to environmental problems</li> <li>Conversational English</li> <li>Food and drink</li> <li>Words/Phrases related to menus</li> <li>Words related to recipes</li> <li>Words related to fundraising events</li> </ul>	<ul style="list-style-type: none"> <li>Passive Voice (Present Simple - Past Simple - Present Perfect Simple - Future <i>will</i> - Future <i>be going to</i> - modal verbs)</li> <li>Conditional Sentences Type 2</li> </ul>	<ul style="list-style-type: none"> <li>Understanding information on a leaflet</li> <li>Understanding features of a website and locating information</li> <li>Guessing the meaning of unknown words/phrases</li> <li>Talking about imaginary situations</li> <li>Asking for and giving advice</li> <li>Expressing opinion</li> <li>Understanding menus</li> <li>Ordering a meal</li> <li>Understanding and describing cooking procedures</li> <li>Asking for and offering help</li> <li>Describing celebrations/festivals/events</li> </ul>	<ul style="list-style-type: none"> <li>A leaflet and a post about <i>Pay it Forward Day</i></li> <li>A web page: <i>SeaHelp</i></li> <li>A comic strip: <i>I'm off to see the world!</i></li> <li>A menu</li> </ul>
<p><b>7</b></p> <p><b>A material world</b></p>	<ul style="list-style-type: none"> <li>Conversational English</li> <li>Materials</li> <li>Designs and patterns</li> <li>Words related to money</li> <li>Adjectives describing objects</li> </ul>	<ul style="list-style-type: none"> <li>All / Both / Neither / None / Either</li> <li>Full and Bare Infinitive</li> <li><i>-ing</i> form</li> <li>Negative questions</li> </ul>	<ul style="list-style-type: none"> <li>Describing objects and clothes</li> <li>Guessing the meaning of unknown words/phrases</li> <li>Finding things in common</li> <li>Expressing opinion</li> <li>Expressing purpose</li> <li>Using descriptive language when you do not know the word for something in English</li> <li>Carrying out transactions in shops</li> <li>Expressing emotions like surprise, anger, annoyance</li> <li>Expressing agreement/disagreement</li> </ul>	<ul style="list-style-type: none"> <li>A comic strip: <i>The World Wide Webb Collection</i></li> <li>A Q&amp;A column of a magazine: <i>Money makes the world go round</i></li> <li>A blog: <i>Going from too much to just enough: The minimalist family</i></li> </ul>

Listening (Pronunciation*)	Speaking	Writing	21 <sup>st</sup> century competencies
<ul style="list-style-type: none"> <li>• A man talking to a secretary, leaving someone a message</li> <li>• Three voicemail messages</li> <li>• A woman asking for information about a course</li> </ul> <p>*Stressed syllables</p>	<ul style="list-style-type: none"> <li>• Group work: Making comments on different issues and expressing agreement or disagreement</li> <li>• Presentation: Presenting information about <i>the telephone</i></li> <li>• Pair work (Role play): Talking on the phone</li> <li>• Pair work: Discussing the answers to quiz questions and expressing degrees of certainty</li> </ul>	<ul style="list-style-type: none"> <li>• Doing research and writing a few short paragraphs for a project on <i>the telephone</i></li> <li>• A note</li> <li>• A formal email asking for information</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Distinguishing between formal and informal language</li> <li>• Using indirect questions</li> <li>• Editing one's writing</li> </ul>	
<ul style="list-style-type: none"> <li>• A conversation between a waiter and two people ordering</li> <li>• A conversation between a chef and his assistant about a recipe</li> <li>• Two short conversations between friends preparing for fundraising events</li> </ul> <p>* the /l/ sound in words with different spelling</p>	<ul style="list-style-type: none"> <li>• Pair work: Exchanging information about international days</li> <li>• Presentation: Presenting information about an international day</li> <li>• Group work: Talking about environmental problems and discussing what should/can/ must be done</li> <li>• Pair work (Role play): Discussing a problem and offering advice</li> <li>• Group work (Role play): Ordering and taking one's order at a restaurant</li> <li>• Pair work (Role play): Asking for and offering help</li> <li>• Pair work: Talking about a celebration/ festival/event that takes place in your country</li> </ul>	<ul style="list-style-type: none"> <li>• Doing research and creating a picture poster about an international day, including information</li> <li>• A post for the advice column of a website</li> <li>• A reply to a post giving advice and making suggestions</li> <li>• A recipe</li> <li>• A description of an event</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Planning paragraphs</li> </ul>	
<ul style="list-style-type: none"> <li>• Two short conversations discussing objects</li> <li>• A conversation between two friends about an arts and crafts project</li> <li>• Four monologues (people giving their opinions about shopping)</li> </ul> <p>* Pronunciation of <i>gh</i> (/f/ or silent)</p>	<ul style="list-style-type: none"> <li>• Group work (Survey): <i>Do you wear...?</i></li> <li>• Pair/Group work: Discussing clothes and fashion</li> <li>• Presentation: Presenting information about the currency of one's country</li> <li>• Class discussion about what items you would not be able to live without</li> <li>• Pair work (Role play): Shopping at a department store; describing and identifying objects</li> <li>• Pair work: Expressing opinion, agreeing or disagreeing about statements on the topic of shopping</li> </ul>	<ul style="list-style-type: none"> <li>• Doing research and creating a picture poster about the currency of one's country, including information</li> <li>• A paragraph expressing opinion</li> <li>• An essay discussing the advantages and disadvantages of shopping at a shopping centre</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>• Linking words (to list points, to express contrast)</li> <li>• Writing in a formal style</li> </ul>	