

Self-English 1st grade

Syllabus 1st grade

OBJECTIVE: By the end of the program, students will be able to follow instructions given to them in English. They should produce short greetings and will identify basic vocabulary words.

LANGUAGE LEVEL: Word level expressions, greetings and farewells.

Unit	Context	Objective	Vocabulary	Learning Experiences	
1	This is me	Identify and point body parts.	Head: hair, face, mouth, nose, eyes, ears, forehead, cheek, chin, brows	Video	This Is Me
				Tale	Elle's Imagination
				Intellectus	Emotional Development
				Writing	What is a sentence?
				Drawing	Puppy
				TPR	Our Body
2	My home	Identify and point rooms in the house.	bathroom, bedroom, kitchen, living room, dining room, wall, floor, door, window, attic	Materials	Mirror, colors, scissors, glue, notebook
				Video	My Toy House
				Tale	A Day with Diego
				Intellectus	Language and Communication
				Writing	What is a sentence?
				Drawing	Hamster
				TPR	Greetings
				Materials	Wood sticks, masking tape, scissors, colors.

Unit	Context	Objective	Vocabulary	Learning Experiences	
3	Hello	Saying hello and good-bye.	Words for greeting: hello, hi, day, good morning, good afternoon, good evening, night. Words for farewell: Good-bye, see you	Video	Paola's Turtle First Day at the Sea
				Tale	My Files
				Intellectus	Logical Thinking
				Writing	Capital Letters
				Drawing	Pigeon
				TPR	My Home Design
				Materials	Flash cards. Printable sheet, scissors, colors, and glue.
4	My room	Identify items in the room.	Room furniture: bed, lamp, curtain, mat, nightstand, mirror, poster, drawer, teddy bear, pillow	Video	Welcome to My World
				Tale	Andrea's Sunflower
				Intellectus	Spatial Awareness
				Writing	A sentence is a group of words that expresses a complete thought.
				Drawing	Kitten
				TPR	My Bedroom
				Materials	printables, colors, scissors, and glue.
5	My dog is family	Contrast family members.	Family words: grandfather, grandmother, father, mother, son, daughter, cousin, brother, sister, pet	Video	Who Is My Family?
				Tale	My Cousins and I
				Intellectus	Logical Thinking
				Writing	What's the best way to end a sentence?
				Drawing	Golden Fish
				TPR	My Family
				Materials	Printables, wood sticks, scissors, tape.

Unit	Context	Objective	Vocabulary	Learning Experiences	
6	Cats	Identify action verbs related to activities done at school.	Verbs: jump, run, eat, read, write, color, play, sleep, walk, drink	Video	Mamma Cat
				Tale	A Day at School
				Intellectus	Emotional Development
				Writing	Kinds of sentences
				Drawing	Rabbit
				TPR	Actions
7	Balloons	Contrast colors.	Colors: red, yellow, white, pink, purple, orange, green, black, blue, cyan	Materials	Printables, cardboard, glue, scissors, colors, and contact paper.
				Video	The Colors in the Sky
				Tale	Let's Play Marbles!
				Intellectus	Emotional Development
				Writing	What's the best way to end a sentence?
				Drawing	Sheep
8	My favorite shirt	Identify own clothes.	Clothes: dress, hat, jacket, jeans, shirt, shorts, socks, trousers; boots, shoes	TPR	Colors
				Materials	Printables, wood sticks, scissors, tape.
				Video	Mom! Where Is My Shirt?
				Tale	My Pet Turtle
				Intellectus	Reading Objective
				Writing	What's the best way to end a sentence?
				Drawing	Butterfly
				TPR	Getting Dressed
				Materials	Printables, wood sticks, scissors, tape.

Unit	Context	Objective	Vocabulary	Learning Experiences	
9	Ready for school	Identify and contrast school objects.	School objects: bag, board, book, crayon, desk, eraser, pencil, paper, ruler, poster	Video	The Puppy Got My Backpack!
				Tale	A Common Day
				Intellectus	Creativity
				Writing	kinds of sentences in a paragraph
				Drawing	Chicken
				TPR	My Classroom
				Materials	Teacher's own school bag and objects from the vocabulary, printables, colors, scissors, masking tape, pencil and eraser.
10	My lunch	Describe my daily lunch.	Fruit: apple, banana, grapes, orange, pear, pineapple, mango, watermelon, lemon, coconut	Video	Dad to the Rescue
				Tale	The Kitchen and Its Colors
				Intellectus	Creativity
				Writing	What is a topic sentence?
				Drawing	Pig
				TPR	My Favorite Food
				Materials	Printables, colors, scissors, glue, and masking tape.
11	Rabbits	Say where things are at a given time.	Prepositions of place: in, on, at, under, next to, behind, between, in front of, next to	Video	Who Is the Bunny?
				Tale	My Pet Turtle's Adventure
				Intellectus	Language and Communication
				Writing	Topic sentence
				Drawing	Goat
				TPR	Prepositions
				Materials	Printables, colors, one ball and one box or container that fits the ball per each group of five ss.

Unit	Context	Objective	Vocabulary	Learning Experiences	
12	Playtime	Express likes.	Fun: ball, board game, computer, doll, drawing, friend, kite, music, paint, toy	Video	My Online Schedule
				Tale	The Paper Plane
				Intellectus	Spatial Awareness
				Writing	Opening sentences
				Drawing	Penguin
				TPR	My Hobbies
				Materials	Printables, pencil, eraser, colors, scissors, cardboard, and glue.
13	Outdoor fun	Identify sports.	Sports: baseball, baseball cap, bat, basketball, fishing, hockey, skateboarding, soccer, tennis, tennis racket	Video	Mr. P Meets Mr. G
				Tale	My Bicycle
				Intellectus	Emotional Development
				Writing	Important tips to remember when writing
				Drawing	Panda
				TPR	Outdoor Sports
				Materials	Printables, colors, eraser, scissors, masking tape or magnets to paste on the board.
First Evaluation Period & Feedback					

Unit	Context	Objective	Vocabulary	Learning Experiences	
14	My friend's family	Say words for people outside the family.	Title: Mr., Mrs., Miss. Adj: nice, funny, happy, silly. Nouns: glasses, watch, phone	Video	Emoticons
				Tale	The World of Letters
				Intellectus	Logical Thinking
				Writing	Identifying topic sentences
				Drawing	Beaver
				TPR	My Family's Friends and Neighbors
				Materials	Printables, colors, scissors, and glue.
15	Dad's fish tank	Describe someone else's pets.	fish, tail, water, boat, hobby, shell. Adj: clean, dirty. Verbs: swim, look at	Video	Dad's Fish Tank
				Tale	The Accident
				Intellectus	Logical Thinking
				Writing	Choosing relevant information
				Drawing	Snake
				TPR	Pets
				Materials	Printables, colors.
16	A visit to the zoo	Identify common animals.	bear, donkey, elephant, horse, giraffe, monkey, lion, tiger, zebra, hippo	Video	Virtual Zoo
				Tale	Vacation on a Farm
				Intellectus	Logical Thinking
				Writing	Informational writing
				Drawing	Giraffe
				TPR	My Zoo
				Materials	Printables, colors, scissors, and glue.

Unit	Context	Objective	Vocabulary	Learning Experiences	
17	A circus show	Say words related to having fun.	Hooray! Wow! fantastic. Nouns: ice cream, candy, chocolate, mouse, mice. Verbs: clap, watch	Video	My First Comic
				Tale	A Visit to the Museum
				Intellectus	Language and Communication
				Writing	Comic or Comic book
				Drawing	Fox
				TPR	Circus Mobile
				Materials	Flattened wood sticks, colored yarns (blue, yellow, red, green), cardboard, glue, scissors, and colors.
18	Visiting grandpa	Review furniture words.	apartment, armchair, sofa, cupboard, hall; dinner, meat, potato, rice, television	Video	The Greatest Baseball Player
				Tale	Diego's Trip
				Intellectus	Reading Objective
				Writing	What is a biography?
				Drawing	Lion
				TPR	Living Room Model
				Materials	Printables, glue, tape, colors, and scissors.
19	Grandpa's attic	Identify unfamiliar objects.	Adjectives: old, new, scary. Vocabulary: box, clock, bookcase, monster, radio, robot, photo	Video	Grandpa Memory Lane
				Tale	My Adventure at Summer Camp
				Intellectus	Reading Objective
				Writing	Adjectives
				Drawing	Elephant
				TPR	My Own Attic
				Materials	Printables and colors.

Unit	Context	Objective	Vocabulary	Learning Experiences	
20	Old magazines to look for transportation means images, scissors, glue, printable, one cardboard piece per team.	Mention items related to parties.	people, boy, girl, children, song, cake, birthday. Verbs: give, go, sing	Video	Happy Birthday!
				Tale	Winning a Contest
				Intellectus	Creativity
				Writing	Verbs
				Drawing	Sea Turtle
				TPR	Planning a Party!
				Materials	Balloons, blowers, paper streamers, party hats, cardboard, colors, scissors, masking tape, carton plates, food and water.
21	Breakfast outdoors	Identify food.	garden, breakfast, bee, bird, bread, egg, sausage, flower, juice, milk	Video	A Special Breakfast
				Tale	Foods for Birds
				Intellectus	Reading Objective
				Writing	Action verbs
				Drawing	Shark
				TPR	Chef for a Day
				Materials	Printables, colors, scissors, glue, cardboard.
22	At dad's work	Describe an adult's workplace.	chair, computer, Cool!, desk, keyboard, mouse, rug, tablet	Video	Dad's Office
				Tale	Dad's Office
				Intellectus	Logical Thinking
				Writing	Subject-verb agreement rule
				Drawing	Killer Whale
				TPR	Jobs
				Materials	Printable and colors

Unit	Context	Objective	Vocabulary	Learning Experiences	
23	Our music class	Identify school activities.	Alice (teacher), class, guitar, lesson, music, piano. Verbs: learn, listen, play, dance	Video	Making Music
				Tale	My Music Collection
				Intellectus	Spatial Awareness
				Writing	Subjects and verbs
				Drawing	Dolphin
				TPR	My Favorite Subject
				Materials	Printable, colors, scissors, two small balls of clay and a toothpick per student.
24	A bedtime story	Recycle words found in stories.	bed, book, story, bookshop, page, Oh dear!, end, frog (in the story). Verbs: close (your eyes), go (to sleep) (to bed)	Video	Grandma Babysits Chris
				Tale	Reading Is an Adventure
				Intellectus	Language and Communication
				Writing	What is a short story?
				Drawing	Octopus
				TPR	I Love to Paint
				Materials	Aquarelle paint, brush, water, plastic glass, cloth, wood sticks to make a frame.
25	On the school bus	Identify transportation means.	bike, bus, car, train, helicopter, truck, motorbike, plane. Adverb: many. Verb: count (red cars)	Video	Roadtrip
				Tale	The Sound of Airplanes
				Intellectus	Spatial Awareness
				Writing	Which are the elements of a short story?
				Drawing	Vaquita
				TPR	Transportation Means
				Materials	Old magazines to look for transportation means images, scissors, glue, printable, one cardboard piece per team.

Unit	Context	Objective	Vocabulary	Learning Experiences	
26	Charades in class	Describe activities around schoolwork.	teacher, game. Verbs: wave, fly, drive, draw, open, close, pick up, point	Video	Charades
				Tale	Andrea's Homework
				Intellectus	Spatial Awareness
				Writing	Important tips to remember when writing
				Drawing	Tree
				TPR	Let's Guess!
				Materials	Printables, colors, scissors, board, eraser, and markers.
Second Evaluation Period & Feedback					
27	Going out	Describe outdoor activities.	store, street, park, playground, zoo, bookstore, the movies, library, theater, mall	Video	Grandma's Grand Tour
				Tale	Diego and the Theater
				Intellectus	Emotional Development
				Writing	Informal letter
				Drawing	Pine
				TPR	My Own Town
				Materials	Cardboard, glue, scissors, colors.
28	My computer	Contrast school activities.	letters (alphabet), numbers, word, keyboard, games, sentence. Adj: correct, fun. Verb: spell, understand	Video	Grandpa's Computer
				Tale	Computer Class
				Intellectus	Emotional Development
				Writing	What is a rule?
				Drawing	Palm
				TPR	A Computer Lab
				Materials	Printable, colors, scissors, cardboard, glue.

Unit	Context	Objective	Vocabulary	Learning Experiences	
29	Homework	Describe school items.	teacher, class, classmate, classroom, homework, please, thanks, thank you, well done!	Video	Sign Language
				Tale	A Difficult Homework
				Intellectus	Reading Objective
				Writing	Writing instructions
				Drawing	Cactus
				TPR	At School
				Materials	Printable and scissors.
30	Things I do at home	Identify household shores.	Verbs: make (my bed), clean, pick up (my room), do (homework), brush (my teeth/my hair), throw (the trash), be (nice), smile, love (my family/my pet), ride (my bike)	Video	My New App
				Tale	My Home
				Intellectus	Emotional Development
				Writing	A Process essay
				Drawing	Tulip
				TPR	My Chore Wizard
				Materials	Printable, pencil, colors, and scissors.
31	Mom's yoga class	Express simple movements.	body, foot/feet, leg, handbag, mat, hand, arm. Verbs: stand, enjoy	Video	Two Girls Doing Tai Chi
				Tale	Dance
				Intellectus	Spatial Awareness
				Writing	Expository essay
				Drawing	Alcatraz
				TPR	Yoga Fan
				Materials	Printables, glue, scissors, pen.

Unit	Context	Objective	Vocabulary	Learning Experiences	
32	The toy store	Describe what you see at the toy store.	store, toy, this, that, puzzle, robot, doll, video-game, plush. Verb: like	Video	A Garage Sale With Many Toys
				Tale	Children's Day in Puebla
				Intellectus	Creativity
				Writing	Persuasive writing
				Drawing	Rose
				TPR	Toy Shopping
				Materials	Printable, pencil, colors, eraser, ruler.
33	Shopping on the internet	Identify technology words.	Verbs: come, want, see, look, get	Video	Mother and Grandmother Smiling Next to a Computer
				Tale	I Found This Information
				Intellectus	Emotional Development
				Writing	What is an ad?
				Drawing	Poinsettia
				TPR	New Web Page
				Materials	One cardboard per team, scissors, glue, colors.
34	Chatting with friends	Associate technology words.	Internet, question, English. Verbs: chat, ask, answer, write, know. Adj: safe. Prep: with	Video	Chatting Online
				Tale	Friends that Are Far
				Intellectus	Creativity
				Writing	A Poem
				Drawing	Volcano
				TPR	World Wide Web
				Materials	Printable, pencil, and colors.

Unit	Context	Objective	Vocabulary	Learning Experiences	
35	Look out the window	Identify weather words.	raining, snowing, windy, sunny, cloudy, foggy, hot, cold, warm, rainbow	Video	Ms. Tatiana
				Tale	Life in the Jungle
				Intellectus	Emotional Development
				Writing	Weather report
				Drawing	Waterfall
				TPR	Weatherman / Weather Lady
				Materials	Printables and colors.
36	Spring	Identify spring words.	Sun, bee, flower, butterfly, rainbow, bunny, Easter, rain, umbrella, raincoat	Video	Spring Bunnies
				Tale	A Day in Ale's Life
				Intellectus	Logical Thinking
				Writing	Summary
				Drawing	Spring
				TPR	The Meadow
				Materials	Colors, scissors, wood sticks, glue.
37	Summer	Identify summer words.	beach, sand, sea, swimsuit, sandals, sunflower, swimming pool, vacation, lemonade	Video	Summer
				Tale	Summer Game
				Intellectus	Spatial Awareness
				Writing	Descriptive Essays
				Drawing	Summer
				TPR	Summer Fun
				Materials	Printable

Unit	Context	Objective	Vocabulary	Learning Experiences	
38	Fall	Identify fall words.	wind, leaves, Halloween, pumpkin, pie, web, spider, scarecrow, scary. Verb: fall	Video	Fall Bunnies
				Tale	Fall
				Intellectus	Reading Objective
				Writing	Punctuation
				Drawing	Autumn
				TPR	Fall Season
				Materials	Colors and scissors
39	Winter	Identify winter celebrations.	ice, frozen, fireplace, presents, scarf, snow, Christmas, blanket, polar bear, snowman	Video	Winter Bunnies
				Tale	Seasons
				Intellectus	Language and Communication
				Writing	Important tips to remember when writing
				Drawing	Winter
				TPR	Winter Celebrations
				Materials	Printables, colors, color glitter, wooden sticks to make a frame.
Third Evaluation Period & Feedback					

Self-English 2nd grade

Syllabus 2nd grade

OBJECTIVE:

By the end of the program, students will be able to follow instructions given to them in English and express simple phrases (four word sentences). They should produce and write in English to the Alphabetical level.

LANGUAGE LEVEL:

Short sentences related to the kid's context. Introduction to written English.

Unit	Context	Objective	Vocabulary	Learning Experiences	
1	Me	Saying name: My name is... What's your name?	Spelling out vowels	Video	Me
				Tale	My Name is Lifatt
				Intellectus	Reading Objective
				Writing	What is a sentence?
				Drawing	A Crown
				TPR	I'm Erika
				Materials	A Teddy bear. (If you don't have a Teddy bear, you can use a puppet.)
2	Math class	Expressing age: I am 7 years old.	Numbers 1-10	Video	My Numbers
				Tale	I'm Seven Years, and You?
				Intellectus	Spatial Awareness
				Writing	What is a sentence?
				Drawing	A Magic Potion
				TPR	I'm ... Years Old
				Materials	A cloth ball, or dice (one that doesn't bounce).
3				Video	Me
				Tale	My Name is Lifatt
				Intellectus	Reading Objective
				Writing	What is a sentence?
				Drawing	A Crown
				TPR	I'm Erika
				Materials	A Teddy bear. (If you don't have a Teddy bear, you can use a puppet.)

Unit	Context	Objective	Vocabulary	Learning Experiences	
3	Classroom	Expressing school grade: I am in second grade.	Ordinal numbers: first, second, third, fourth, fifth	Video	My School Supplies
				Tale	My Favorite Sister is in Third Grade
				Intellectus	Emotional Development
				Writing	Capital letters
				Drawing	A Sword in the Stone
				TPR	I'm Big
				Materials	Bee flashcard; (project the one provided here on the board) post-its with ordinal numbers written on them, from first to tenth.
4	Room and toys	Describing my room.	Furniture in a kid's room: bed, desk, nightstand, shelves, lamp, bookcase, couch, wardrobe, chair, television	Video	Slumber Party
				Tale	Favorite Toys
				Intellectus	Creativity
				Writing	Subject and predicate
				Drawing	A Magic Mirror
				TPR	My Bedroom
				Materials	Printable and "Here We Go 'Round The Mulberry Bush" song's melody.
5	Games at school	Expressing recreation at school.	A school playground: slide, swings, sandbox, see-saw, hopscotch, monkey bars	Video	My PE Class
				Tale	It's Recess Time!
				Intellectus	Language and Communication
				Writing	What's the best way to end a sentence?
				Drawing	A Shield
				TPR	Play Time
				Materials	Images of playground, a beanbag.

Unit	Context	Objective	Vocabulary	Learning Experiences	
6	Boys and girls	Describing physical appearance.	tall, short, straight hair, curly hair, dark skinned	Video	My Short Kid Story
				Tale	My Cousin Is Tall
				Intellectus	Emotional Development
				Writing	Kinds of sentences
				Drawing	A Treasure Chest
				TPR	This Is Me
				Materials	T's tablet and a projector. A board marker.
7	School activities	Describing what I do at school.	Verbs related to schoolwork: sit, walk, write, draw, color, read, play	Video	Classroom Rules
				Tale	I Learn Everyday
				Intellectus	Spatial Awareness
				Writing	Four kinds of sentences
				Drawing	A Magic Lamp
				TPR	Rules Are Made to Keep Us Safe
				Materials	No material needed.
8	School supplies	Describing school possessions.	eraser, scissors, glue, ruler, notebook, pencil sharpener, tape, pen, brushes	Video	My School Supplies
				Tale	Where's My Ruler?
				Intellectus	Emotional Development
				Writing	What is a paragraph?
				Drawing	A Castle
				TPR	It's as a Pen
				Materials	A non transparent bag with school supplies in it.

Unit	Context	Objective	Vocabulary	Learning Experiences	
9	Sports	Expressing physical activities.	basketball, boxing, cycling, figure skating, football, hockey, skiing, speed skating, swimming, tennis	Video	Basketball Tryouts
				Tale	I Want to Be a Champion
				Intellectus	Logical Thinking
				Writing	How to write a paragraph?
				Drawing	A Phoenix
				TPR	I Like Sports
				Materials	A teacher's table connected to a projector, board markers.
10	Shapes	Describing items.	oval, semi circle, heart, star, triangle, square, rectangle, cone	Video	Architect Mom
				Tale	Drawing with Shapes Is Easy
				Intellectus	Emotional Development
				Writing	Sequence of events
				Drawing	A Unicorn
				TPR	It's a Star
				Materials	Flashcards with colored shapes, printables, colors, and pencil.
11	Colors	Expressing preferences.	orange, blue, white, gray, red, yellow, brown, pink, purple, green, black	Video	The Fabric Store
				Tale	Red and Blue Make Purple
				Intellectus	Thinking Process
				Writing	How to write an excellent paragraph?
				Drawing	A Pegasus
				TPR	My Favorite Color Is Blue
				Materials	A12 crayon shaped flashcards with no words on them. Two sets of 12 cards with the color names written on them (make each set with a different paper color so you may identify each set), two containers.

Unit	Context	Objective	Vocabulary	Learning Experiences	
12	Pets	Expressing habitual activities.	dog, turtle, cat, bird, parrot, mouse, hamster, fish	Video	I Fell off the Motorcycle
				Tale	I Love My Hamster
				Intellectus	Thinking Process
				Writing	Opening sentences
				Drawing	A Chinese Dragon
				TPR	Who Am I?
				Materials	One headband per child.
13	Farm animals	Describing animals.	horse, hen, sheep, rooster, pig, goat, cow, duck, rabbit	Video	A Visit to the Farm
				Tale	My Friendly Farmer
				Intellectus	Logical Thinking
				Writing	Important tips to remember when writing
				Drawing	A Gnome
				TPR	A Sheep
				Materials	Oh MacDonald song. T's tablet and a projector.
First Evaluation Period & Feedback					
14	Food	Expressing the food I like.	ice cream, sandwich, cookies, salad, soup, apples, cake	Video	I Don't Like Soup
				Tale	That's Yummy
				Intellectus	Logical Thinking
				Writing	What is a sentence?
				Drawing	A Fairy
				TPR	I Like Ice Cream
				Materials	T's flashcards, T's tablet, projector, and board markers.

Unit	Context	Objective	Vocabulary	Learning Experiences	
15	Fruit	Describing items in the refrigerator.	apple, pear, peach, watermelon, bananas, grapes, strawberries, oranges, cantaloupe, papaya	Video	My Favorite Fruit
				Tale	An Apple a Day
				Intellectus	Language and Communication
				Writing	What is a sentence?
				Drawing	An Angel
				TPR	A Fruit Cocktail
				Materials	Realia - fruit in a basket. In advance, T makes sure none of the ss is allergic to any of the fruit to be used.
16	Vegetables	Describing a family farm.	carrot, lettuce, spinach, radish, pepper, garlic, peas	Video	Vegetable Garden
				Tale	Growing Vegetables
				Intellectus	Reading Objective
				Writing	Capital letters
				Drawing	A Mermaid
				TPR	I Grow Potatoes
				Materials	Arrange memory games for teams in your group (previously made by teacher from the printable). Consider teams of three or four.

Unit	Context	Objective	Vocabulary	Learning Experiences	
17	House	Expressing what I do around the house.	living room, kitchen, garage, laundry room	Video	The Ranch
				Tale	There's no Place like Home
				Intellectus	Logical Thinking
				Writing	Subject and predicate
				Drawing	A Cyclops
				TPR	My Home
				Materials	Realia- a duster, a broom, a mop, a cloth, an iron toy, a sponge, and a bucket. Cards with actions written on them: "Clean the table", "sweep the floor", "iron a sweater", "dust the shelf", "mop the floor", "wash the window".
18	Neighborhood	Describing my neighborhood.	house, store, car, street light, hospital, street, butcher, signs, pharmacy	Video	Strange Noises
				Tale	Living in the City
				Intellectus	Emotional Development
				Writing	What's the best way to end a sentence?
				Drawing	A Nymph
				TPR	My Neighborhood
				Materials	Teacher's tablet connected to the projector.

Unit	Context	Objective	Vocabulary	Learning Experiences	
19	Public services	Expressing activities.	traffic officer, fireman, soldier, nurse	Video	Firemen
				Tale	Thanks, Officer
				Intellectus	Language and Communication
				Writing	Kinds of sentences
				Drawing	An Elf
				TPR	A Soldier
				Materials	Tablet, projector, and board markers.
20	Family members	Describing my family.	father, mother, brother, sister, uncle, aunt, grandfather	Video	Born in My Father's Heart
				Tale	Meet My Family
				Intellectus	Logical Thinking
				Writing	Four kinds of sentences
				Drawing	A Sphinx
				TPR	My Family
				Materials	The teacher's tablet, projector, and cards with family members on them to paste on a family tree. Note: If you do not have access to a projector, draw a family tree without names on the board.
21	Commands	Giving instructions.	come in, stand up, sit down, close the window, open the door, be quiet, clean up, raise your hand	Video	My Yoga Class
				Tale	Pay Attention
				Intellectus	Reading Objective
				Writing	What is a paragraph?
				Drawing	A Ghost
				TPR	Do It!
				Materials	No material needed.

Unit	Context	Objective	Vocabulary	Learning Experiences	
22	Wild animals	Pointing at objects.	rooster, pig, cat, cow, rabbit, dog	Video	Wild Geese
				Tale	A Tour Through Wildlife
				Intellectus	Language and Communication
				Writing	How to write a paragraph?
				Drawing	A Vampire
				TPR	A Big Elephant
				Materials	The teacher's tablet connected to a projector.
23	The world	Describing the world.	continent, planet, stars, river, moon, sun, water falls, cliff, island	Video	Our Planet
				Tale	We Love Our Planet Earth
				Intellectus	Thinking Process
				Writing	Sequence of events
				Drawing	A Puppy
				TPR	My Planet
				Materials	A tablet connected to an overhead projector. Pairs of cards containing a word. One pair for every two students in your class. A pair of cards will say "Island", another pair, "Ocean", etc.
24	Vowels	Writing and reading short words.	A, E, I, O, U	Video	Vowels House
				Tale	The Story of the Vowels
				Intellectus	Creativity
				Writing	How to write an excellent paragraph
				Drawing	A Zombie
				TPR	Vowel Parade
				Materials	A vowel for each st with a stick on the back so they can hold it up.

Unit	Context	Objective	Vocabulary	Learning Experiences	
25	Letters	Saying the alphabet.	cat, giraffe, rabbit, medicine, TV screen, dog, backpack	Video	Animation, No Photos
				Tale	The ABC Games
				Intellectus	Language and Communication
				Writing	Opening sentences
				Drawing	Big Foot
				TPR	Letters
				Materials	No material needed.
26	Numbers 1-100	Counting items.	one, two, three, four, five, six, seven, eight, nine, ten	Video	Hot Air Balloons
				Tale	Counting Is Fun
				Intellectus	Emotional Development
				Writing	Important tips to remember when writing
				Drawing	An Extraterrestrial Being
				TPR	Let's Guess!
				Materials	No material needed.
Second Evaluation Period & Feedback					
27	Weather words	Describing the weather.	rainy, cloudy, sunny, stormy, foggy, windy, snowy	Video	The Weather
				Tale	Summer in December
				Intellectus	Reading Objective
				Writing	Writing a friendly letter
				Drawing	The Loch Ness Monster
				TPR	It's Sunny Today!
				Materials	Teacher's tablet connected to an overhead projector.

Unit	Context	Objective	Vocabulary	Learning Experiences	
28	Clothes	Expressing the clothes I wear.	gloves, jeans, blouse, skirt, shorts, jacket	Video	My Favorite Dress
				Tale	The Clothes I Always Wear
				Intellectus	Logical Thinking
				Writing	Writing rules
				Drawing	An Alebrije
				TPR	My New Boots
				Materials	Pictures of different clothes pasted on the backboard. Use this picture if you have access to an overhead projector connected to the tablet.
29	My leg hurts	Expressing pain.	Injuries: bruise, cut, burn, scratch, toothache, headache, stomachache, back pain	Video	Accidents at School
				Tale	Take Them to the Infirmary
				Intellectus	Reading Objective
				Writing	Writing instructions
				Drawing	A Firedog
				TPR	Ouch!
				Materials	Teacher's tablet connected to the projector.
30	The food I like	Requests: Can I have...	lemonade, sandwich, salad, chocolate, doughnut, pizza	Video	Sports Restaurant
				Tale	I Have Extra Sprinkles
				Intellectus	Language and Communication
				Writing	A process essay
				Drawing	A Squirrel-ferret
				TPR	I Like Chips
				Materials	Teacher's tablet connected to a projector.

Unit	Context	Objective	Vocabulary	Learning Experiences	
31	Favorite activities	Asking for permission.	jumping, running, swimming, playing, walking	Video	Mr Anderson's BBQ
				Tale	May I Have a Pajama Party?
				Intellectus	Spatial Awareness
				Writing	Writing a personal narrative essay
				Drawing	A Magic Rabbit
				TPR	I Swim Fast
				Materials	No material needed.
32	Where are my toys?	Saying where things are.	above, behind, in, near, between, under, next to, on, in front of	Video	A New Bedroom with Bunk Beds
				Tale	I Can't Find My Robot
				Intellectus	Logical Thinking
				Writing	Persuasive writing
				Drawing	A Water Cat
				TPR	It's on the Table
				Materials	Cloth ball, or any stuffed animal. Teacher's tablet connected to a projector.
33	My day	Describing activities I do in a day.	morning, afternoon, evening, night	Video	My Day in Canada
				Tale	A Day in the Life of a Family
				Intellectus	Emotional Development
				Writing	Persuasive writing in ads
				Drawing	A Giant Turtle
				TPR	We Study
				Materials	A teacher's tablet connected to a projector.

Unit	Context	Objective	Vocabulary	Learning Experiences	
34	What I do every day	Expressing what I don't do certain days.	school, homework, ride, visit, watch, play, wash, walk	Video	A Sunday Happiness
				Tale	Any Day Is a Happy Day
				Intellectus	Reading Objective
				Writing	Writing a poem
				Drawing	An Aqua Dino
				TPR	I Don't Do Homework on Sunday
				Materials	No material needed.
35	I can swim	Expressing abilities.	Abilities: playing the piano, riding bikes, ice skating, running, climbing	Video	Camping
				Tale	I Can Walk on My Hands
				Intellectus	Logical Thinking
				Writing	Let's make a journal!
				Drawing	A Rock Horned Lizard
				TPR	I Play the Piano
				Materials	Markers and the blackboard.
36	I love cartoons	Telling short stories.	dragon, fairy, wizard, knight, princess, sword, castle	Video	Story Time
				Tale	The Dragon Who Can't Fly
				Intellectus	Language and Communication
				Writing	What is a summary?
				Drawing	A Firefox
				TPR	I Like Paw Patrol
				Materials	Teacher's tablet connected to a projector.

Unit	Context	Objective	Vocabulary	Learning Experiences	
37	My favorite class	Expressing likes.	music, mathematics, yoga, geography, sports, art, Spanish	Video	New School
				Tale	Math Is My favorite Class
				Intellectus	Logical Thinking
				Writing	Writing a descriptive essay
				Drawing	An Icy Eagle
				TPR	I Love Music
				Materials	Teacher's tablet connected to a projector.
38	I am playing video games	Saying what you are doing at the moment.	listening, writing, working, coloring, studying, talking, reading, drinking, watching	Video	Video Call
				Tale	What Are You Doing?
				Intellectus	Reading Objective
				Writing	Why is punctuation important?
				Drawing	An Owl- Penguin
				TPR	I'm Studying
				Materials	No material needed.
39	My friends are having fun	Inviting friends to do things.	singing, playing, camping, riding, jumping, running	Video	Fun Friends
				Tale	Learning Is Fun All the Time
				Intellectus	Language and Communication
				Writing	Important tips to remember when writing
				Drawing	A Carnivore Mouse Plant
				TPR	We Have Fun
				Materials	The teacher's tablet connected to a projector.
Third Evaluation Period & Feedback					

Self-English 3rd grade

Syllabus 3rd grade

OBJECTIVE:

By the end of the program, students will be able to describe immediate surroundings and Objective. They will express commands, anecdotes and future plans.

LANGUAGE LEVEL:

A1 Expressing immediate Objective. Simple sentences.

Unit	Context	Objective	Language/Vocabulary	Learning Experiences	
1	Greetings	Greetings and introductions.	Saying hello. Greeting words: hi, hello, good bye, see you later, nice to meet you, good morning	Video	Toys
				Reading	The Puppy in the Zoo, part 1
				Writing	What is a sentence?
				Listening	Lucy
				TPR	Find Someone Who
				Materials	Board and markers. SS notebooks and pencils.
2	Nice to meet you!	Introducing people.	Be for names. Names in English: I am ..., My name is ..., Her name is ..., They are ...	Video	Cars
				Reading	The Puppy in the Zoo, part 2
				Writing	Writing sentences
				Listening	Nice
				TPR	Two Truths and a Lie
				Materials	Plastic tokens (about 20). A plastic bag or a box, a piece of paper (half a page), pen and pencil.

Unit	Context	Objective	Language/Vocabulary	Learning Experiences	
3	My classroom	Describing my classroom.	There is, there are. School supplies: color pencils, magnifying glass, highlighters, square, notebooks, globe, backpack, books, protractor	Video	Bicycles
				Reading	How Do Bunnies Survive the Winter?
				Writing	Subject and predicate
				Listening	There's a Fish
				TPR	Rap
				Materials	Plastic tokens (about 20), a plastic bag or a box, a piece of paper (half a page), pen and pencil.
4	What is it?	Asking what things are in English.	Questions with be. Objects in my room: bed, bedside table, floor, lamp, painting, pillow, quilt, rug, slippers, wardrobe	Video	Robots
				Reading	I Would Love to Be a Bear
				Writing	Using capital letters
				Listening	Lucy's House
				TPR	Objects in My Room
				Materials	A tablet connected to a projector.
5	My friend is Paul	Describing a family tree.	Subject pronouns. Extended family: aunts, uncles, cousins, great grandparents, second cousins	Video	Bicycles
				Reading	Today's episode: The eager beaver
				Writing	How do we end a sentence?
				Listening	There's a Fish
				TPR	Rap
				Materials	Pen and paper.

Unit	Context	Objective	Language/Vocabulary	Learning Experiences	
6	In school	Expressing locations.	Be for places. School facilities: library, soccer field, teacher's lounge, playground, science lab	Video	Roads
				Reading	The Diary of a French Goat
				Writing	Kinds of sentences
				Listening	That's the Library
				TPR	Who is Who?
				Materials	Tablet connected to a projector. Whiteboard markers.
7	My activities	Describing daily activities.	What day is today? Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	Video	Food Technology
				Reading	What Happened Here?
				Writing	Four kinds of sentences
				Listening	My Favorite Class
				TPR	Go Round the Mulberry Bush
				Materials	No material needed.
8	My new toy	Describing my room and toys.	Adjectives in room. Adjectives related to immediate surroundings: small, cozy, large, pretty, original, comfortable, soft, square, new, slow, short, dark, hard, rude, light	Video	Smart Homes
				Reading	Dracula Visits the Scary Dentist
				Writing	What's a paragraph?
				Listening	It's Brand New!
				TPR	Vowel Code
				Materials	Board and markers. Pencil and paper.

Unit	Context	Objective	Language/Vocabulary	Learning Experiences	
9	I love apples	Expressing what I like.	Linking verbs (be, like, look). Treats and desserts: apple pie, popsicles, cake, milkshake, lollipops, candy	Video	Musical Instruments
				Reading	Pele, the Legend
				Writing	Let's write a paragraph!
				Listening	A Red Delicious Apple
				TPR	What I Like
				Materials	No material needed.
10	I am older	Saying my age.	Be / Do Numbers 1-50: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, etc.	Video	Drones
				Reading	Make Your Own Droid
				Writing	Let's write a paragraph!
				Listening	I'm Older than You!
				TPR	One, Two, Bum!
				Materials	No material needed.
11	I'm counting	Describing amounts and quantities.	Plurals Words related to school: homework, desk, locker, study, student, blackboard, teacher	Video	Games
				Reading	The Binary Code
				Writing	Writing paragraphs
				Listening	One, Two, Three
				TPR	Tic-Tac-Toe
				Materials	Board and markers
12	What is that?	Pointing at things.	This / That School furniture: clock, globe, board, teacher's desk, crafts table	Video	Animals and Technology
				Reading	Sculpting and Computer Programming
				Writing	Opening sentences
				Listening	That's a Crocodile
				TPR	Similar but Different
				Materials	Teacher's tablet connected to a projector.

Unit	Context	Objective	Language/Vocabulary	Learning Experiences	
13	At the zoo	Describing a day at the zoo.	What, why, which. Questions. Animals at the zoo: elephants, pandas, penguins, monkeys, ostriches, giraffes	Video	History of Books
				Reading	Blueprint Programming
				Writing	Important tips to remember when writing
				Listening	Those Are Baby Giraffes
				TPR	At the Zoo
				Materials	Teacher's tablet connected to a projector. Pencil and paper.
First Evaluation Period & Feedback					
14	My body	Identifying parts of the body.	I have got, she has got. Parts of the body: hand, foot, arm, mouth, ear, leg, head, eyes, nose, body	Video	Technology in the Classroom
				Reading	Self Driving Vehicles
				Writing	Identifying topic sentences
				Listening	I Take Care of My Body
				TPR	My Body
				Materials	Pencil and notebook.
15	It's cold today	Describing what the weather is like.	Expressing weather. Seasons of the year: spring, summer, fall, winter	Video	Tools
				Reading	The Rubber Duck Assistant
				Writing	Choosing relevant information
				Listening	Rain, Rain, Go Away!
				TPR	A Slumber Party!
				Materials	The teacher's tablet connected to a projector.

Unit	Context	Objective	Language/Vocabulary	Learning Experiences	
16	We help mom	Giving instructions.	Imperative. Simple commands: clean, wash, bring, do, finish, put away, dust, close	Video	Cameras
				Reading	Helicopter Puppy Q
				Writing	What is an informative text?
				Listening	Don't Wake the Baby
				TPR	Analogies
				Materials	Teacher's tablet connected to a projector. Pencil and paper.
17	Describing people	Describing what a person looks like.	Look like... Adjectives to describe physical appearance: tall, short, blond, dark, pale, skinny	Video	Eyeglasses
				Reading	The Oracle of Omaha
				Writing	What is a biography?
				Listening	It Looks like Uncle Oscar!
				TPR	Who is Who?
				Materials	Teacher's tablet connected to a projector
18	Occupations	Describing someone's job.	Simple Present. Third person. Affirmative and negative. Jobs and occupations: waitress, hostess, accountant, firefighter, engineer, coach, doctor, architect	Video	Batteries
				Reading	A Paragliding Disaster
				Writing	Let's write a comic book
				Listening	Rupert Plays in His Job
				TPR	What Time Is it?
				Materials	The teacher's tablet connected to a projector.
19	What time is the movie?	Telling the time.	What time is it? Time words: o'clock, five past, ten past, a quarter past, twenty past, twenty-five past, half past, twenty-five to, twenty to, a quarter to, ten to, five to	Video	The Computer
				Reading	The Jet-Ski Cowboys
				Writing	What are adjectives?
				Listening	It's Bedtime
				TPR	My Friend Is a Firefighter
				Materials	Board and markers.

Unit	Context	Objective	Language/Vocabulary	Learning Experiences	
20	My routine	Wash the dishes / do homework/ make the bed.	Simple Present. I, we, they. Verbs related to housework: brush, work, write, play, eat	Video	Technology in Sports
				Reading	Importance of Silent Fireworks
				Writing	What is a verb?
				Listening	You Wash the Dishes, I Dry Them
				TPR	My Daily Routine
				Materials	The teacher's tablet connected to a projector (optional). Board, markers, pencil and paper.
21	Where are my friends?	Saying what people are doing at the moment.	Present Continuous. Places in town: bus stop, post office, hospital, school, hotel, bank, fire department, police station	Video	Technology in the Movie Industry
				Reading	The Color of the Circus
				Writing	What is an action verb?
				Listening	Who Is Buying the Groceries?
				TPR	Where Are My Friends?
				Materials	Teacher's tablet connected to a projector.
22	My new classmate	Asking for people's daily routines.	Questions in Simple Present. Countries and nationalities: Italy-Italian, Canada-Canadian, Peru-Peruvian, Venezuela-Venezuelan, Mexico-Mexican	Video	The Future of Farming
				Reading	Speaking in Colors
				Writing	Subject-verb agreement
				Listening	Angelo is Italian
				TPR	Interviewing a Celebrity
				Materials	Pencil and notebooks.

Unit	Context	Objective	Language/Vocabulary	Learning Experiences	
23	My brother is older	Comparing places and people.	Comparatives. Short adjectives: big, fat, old, hot, easy, cold	Video	Technical Innovation and Development
				Reading	Imitating the New York Planetarium
				Writing	Sequence of events
				Listening	Your Drawing Is Nicer than Mine!
				TPR	What's the Question?
				Materials	Situations given, a piece of paper, pencil.
24	The grocery list	Making a shopping list.	Is there any...? Short answers. Food: pizza, tomatoes, hamburger, salad, fish, pasta, fries, chicken, stew, meat	Video	Technical and Social Change
				Reading	Skiing at the Mall of the Emirates
				Writing	What is a short story?
				Listening	Let's Go Shopping
				TPR	Five Questions
				Materials	No material needed.
25	Planning a picnic	Describing food quantities.	Countable and uncountable nouns. Finger food: strawberries, oranges, grapes, nuts, candies, cheese	Video	Technological Fields and Cultural Diversity
				Reading	The History of My Name
				Writing	Writing a short story
				Listening	It's a Lovely Day!
				TPR	Are There Veggies in Your Fridge?
				Materials	Notebook and pencil colors.

Unit	Context	Objective	Language/Vocabulary	Learning Experiences	
26	Tell me what you did during the weekend	Expressing activities in the past.	Simple Past. Irregular verbs. Irregular verbs: write, break, speak, begin, hit, put, make, buy, catch	Video	Technical Communication and Representation
				Reading	Jessica's Journey Through the Galaxy, part 1
				Writing	Important things to remember when writing
				Listening	The Boy Who Told Lies
				TPR	Tic-Tac-Toe
				Materials	Board and markers.
Second Evaluation Period & Feedback					
27	My last vacation	Describing a vacation.	Simple Past. Regular verbs. Action verbs 2: studied, carried, played, visited, practiced, cried, stayed	Video	Evaluation of Technical Systems
				Reading	Jessica's Journey Through the Galaxy, part 2
				Writing	Writing a friendly letter
				Listening	Best Vacation ever
				TPR	Good Deeds
				Materials	A tablet connected to a projector, pencil and paper.
28	What did you do?	Asking what someone did.	Simple Past. Questions. Verbs related to daily activities: go, walk, see, travel, visit, cook, make, win, do, try, dance, fly, play	Video	Technology and Its Implications
				Reading	Jessica Visits the First Colony in Mars
				Writing	Writing rules
				Listening	Creative Children Working
				TPR	My Last Holidays
				Materials	Prompt cards, notebook and pencil.

Unit	Context	Objective	Language/Vocabulary	Learning Experiences	
29	What happened?	Telling anecdotes.	Verbs in Past. Non-action verbs: need, want, believe, love, like, seem, belong, realize, prefer, remember, imagine	Video	Machines and Tools
				Reading	Ecological Footprint
				Writing	Writing instructions
				Listening	It Really Happened!
				TPR	What Happened?
				Materials	Tablet connected to a projector, pen and pencil.
30	Math, my favorite subject	Describing procedures.	Numbers 20-100. Math words: divided, equals, minus, plus, percent, times	Video	Planning and Quality
				Reading	Virtual Reality Tesla suit
				Writing	A process essay
				Listening	Math Is Everywhere
				TPR	My Numbers
				Materials	Pencil and paper.
31	My obligations	Expressing obligations.	You have to. I don't have to. School subjects: PE, art, English, history, science, geography, music, math	Video	Project Design
				Reading	Why Baseball Is Amazing
				Writing	Writing a personal narrative essay
				Listening	Children Have to Work at Home
				TPR	House Chores Board Game
				Materials	Plastic tokens (one for each student), a board and dice for each team.

Unit	Context	Objective	Language/Vocabulary	Learning Experiences	
32	Do you want to go?	Inviting people to do something.	Let's. Natural world: rainforest, jungle, birds, mountain, bush, sunset, night, wild	Video	Socially Responsible Companies
				Reading	Le Chevalier de Saint-Georges
				Writing	Persuasive writing
				Listening	Let's Invite the New Neighbors
				TPR	Natural World Poster
				Materials	Cardboard, colors, pencils, cutouts of wild life, scissors, glue.
33	How often do I...?	Expressing routines.	Frequency adverbs. Sports and lifestyle: exercises, healthy, soccer, swimmer, cyclist	Video	Artisanal Production and Handicrafts
				Reading	Nobody Here but Us, Chickens
				Writing	Persuasive writing in ads
				Listening	Life Styles
				TPR	How Often Does He?
				Materials	Prompt cards with frequency adverbs and people.
34	I can. I can't	Talking about abilities.	I can... but I can't... Talents: draw, fly, swim, cook, play the guitar, dance, sing	Video	Technology and Technique
				Reading	The Thunder Gods
				Writing	Writing a poem
				Listening	A Talented Child
				TPR	World Wide Web
				Materials	Plastic tokens (about 20). A plastic bag or a box, a piece of paper (half a page), pen and pencil.

Unit	Context	Objective	Language/Vocabulary	Learning Experiences	
35	Mom, I forgot	Apologizing.	Past review. Short answers. Furniture: table, couch, stove, bed, desk, bookshelf, cabinets	Video	Technology and Its Connection to Other Areas of Knowledge
				Reading	My School Assignment in Technology
				Writing	How to write a research paper?
				Listening	Oops! Forgot!
				TPR	What Happens Next?
				Materials	Teacher's tablet connected to a projector, notebook pen and color pencils
36	What are you doing?	Asking what someone is doing.	Questions in the Present Continuous. Pastime activities: reading, dancing, fishing, sleeping, cooking, building	Video	Technology, Information and Innovation
				Reading	Bear Grylls-Survival School
				Writing	Writing a summary
				Listening	A Bug's Story
				TPR	What Is He Doing?
				Materials	Image to project on board.
37	Vacation time!	Contrasting states and activities.	Contrasting Simple Present and Present Continuous. Vocabulary related to hospitals: operates, treatment, nurse, prescriptions, stethoscope	Video	The Transformation of Energy Materials
				Reading	Virtually Mapping the World
				Writing	Writing a descriptive essay
				Listening	The Hospital Is not that Bad
				TPR	Hospital Memory Game
				Materials	Memory cards with hospital lexis and actions.

Unit	Context	Objective	Language/Vocabulary	Learning Experiences	
38	I don't know how to swim	Expressing plans.	Going to. Future. Expressions with go: go crazy, go online, go abroad, go blind, go bald	Video	Money
				Reading	The Voynich Manuscript
				Writing	Punctuation marks
				Listening	Summer Time!
				TPR	My Plans
				Materials	Plastic tokens (about 20). A plastic bag or a box, a piece of paper (half a page), pen and pencil.
39	Asking Mom	Asking about plans.	Going to. Questions. Summer holidays: visit family, go camping, listen to music, take a flight, work at the zoo	Video	TV
				Reading	The Trial of the Voynich Manuscript
				Writing	Important tips to remember when writing
				Listening	Where Are We Going to Eat?
				TPR	Belling the Cat
				Materials	Teacher's tablet connected to a projector
Third Evaluation Period & Feedback					

Syllabus Higher Elementary

1

1

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Welcome back to school!	Greetings and Introductions.	Wh questions + am/ is/ are: What's your name? Where are you from?	Greeting words: good morning, good afternoon, good night, good evening see you, friends, teacher, hello
	B		Expressing likes and dislikes.	Simple Present to express preferences with stative verbs: I like ice cream. I don't like strawberry.	Flavors and colors: milkshake, granola bar, fruit salad, lunch, chocolate, strawberry, vanilla, red, blue, pancake
	C		Describing routines or permanent habits.	Simple Present to express habits and routines: I clean my room but I don't iron my clothes.	Materials at school: white out, tape, post it, compass, sharpener, push pin, highlighter, stapler
	D		Asking questions to get to know new people from school.	Simple Present. Yes / No questions: Do you play tennis?	Countries: Chile, Peru, Bolivia, Venezuela, Argentina, Ecuador, Uruguay, Brazil, Colombia, Paraguay
	Pronunciation		Short /a/ words		
	Spelling		Words with the /ks/ sound		
	Video		My new friends		
	Project		Welcoming students		

2

Unit	Lesson	Context	Function	Language	Vocabulary
	A	My last year, the teacher was awesome!	Talking about last year's teacher.	Simple Past. Questions: Yes / No answers: Did you like your last school year? Yes, I did. / No, I didn't.	Adjectives: kind, love, beautiful, joy, happiness, anger, peace, pride, trust, honesty
	B		Describing what a school day was like last year.	Simple Past. Irregular verbs (+): Last year we went to a farm. We had... We did...	Routines in school: write the homework down, play during recess, answer the book, clean up, help a classmate, arrange the book shelves, pay attention, study the multiplication tables
	C		Describing what the teacher didn't do during class.	Simple Past. Irregular verbs (-): Our last year teacher didn't speak much.	Irregular verbs: eat-ate, see-saw, break-broke, keep-kept, sleep-slept, grow-grew, have-had, choose-chose, bite-bit, draw-drew
	D		Expressing changes in school habits.	Past tense and time expressions: yesterday, last night, a day ago, a month ago. We worked on many projects last month.	Habits: read a lot, write on my diary, go outside, work on a project, go on a field trip, use a tablet, work in teams, show and tell activity
	Pronunciation		Short /e/ sound		
	Spelling		Irregular verbs in Past		
	Video		A new teacher		
	Project		Talk about last year		

3

Unit	Lesson	Context	Function	Language	Vocabulary
	A	A trip to the National Anthropology Museum	Talking about ancient civilizations traditions.	Simple Past regular and irregular: Aztecs observed the sky to predict the future. They built pyramids to honor their gods.	Ancient food: cocoa, corn, wheat, beans, avocado, figs, grains, ginseng, oil, fish
	B		Describing differences between civilizations.	Simple Past (+ / -): Aztecs believed in many gods. Incas did not. Incas worshiped only one god.	Ancient activities: play ball, plant corn, worship gods, teach mathematics, studied the stars, made jewelry, trade food, play board games, carved statues, sacrifice practice
	C		Talking about languages spoken in Ancient Civilizations.	Simple Past. Yes / No answers: Did Incas speak Quechua? Did Aztecs speak French? Yes, they did. / No, they didn't.	Ancient customs: spoke dialects, mothers raised kids, boys went to battles, practiced human sacrifice, carved stones, Inti Raymi, grow plants, pyramids, masks.
	D		Describing "El juego de Pelota".	Irregular verbs. Patterns: speak-spoke, break- broke, etc. Aztecs were punished if they broke the rules playing "El juego de Pelota". They didn't dare to.	Ancient words: worship, marry, carve, build, make weapons, hold a ceremony, postal system, taught with colored strings
	Pronunciation		Short /o/ words		
	Spelling		Compound words		
	Video		History is incredible!		
	Project		Our museum		

4

Unit	Lesson	Context	Function	Language	Vocabulary
	A	A field trip to a community hospital	Talking about the activities at a hospital.	Direct and indirect objects: Nurses give shots to patients. Family members bring presents to their loved ones.	Routines at a hospital: check temperature, give shots, change bandages, operate on someone, prescribe medicine, take X-rays, take a blood sample, entertain hospitalized children, put a cast on, provide clear information
	B		Talking about the uses of hospital material.	Simple Present (+): Thermometers measure patients' temperature. Doctors can listen to your heart with a stethoscope.	Objects you find in a hospital: syringe, bandage, thermometer, stethoscope, crutches, wheelchair, stretcher, scale, ambulance, prescription
	C		Telling what nurses and doctors do.	Present Continuous (+): Nurses are giving medicines to patients at the moment. A Nurse is checking a boy's temperature.	Procedures at a hospital: sterilize, take a blood sample, use gloves, check symptoms, wear a mask, check medical charts, put a cast on
	D		Describing patients' life at the hospital.	Present Continuous VS Present Simple (+): A nurse is running from bed to bed. Patients take medication twice a day.	Patients getting well activities: walk, sleep, take medicine, take a shower, eat healthy, go to rehab, relax, rest
	Pronunciation		Double /oo/ sound		
	Spelling		Plurals adding "s"		
	Video		My job at the hospital		
	Project		My first aid kit		

5

Unit	Lesson	Context	Function	Language	Vocabulary
	A	A trip to San Miguel de Allende	Describing the characteristics of a “Magic Town”.	There is / there are (+/ - / ?): There are beautiful colonial buildings. There is a long bridge to walk through the town.	Places in a town: churches, old buildings, beaches, houses, markets, museums, bridges, alleys
	B		Talking about the history of a “Magic Town”.	Adverbs of manner: eventually, slowly, gradually. San Miguel eventually became a home for retired Americans.	symbolism, history, legend, cultural, tourism, structures, culture, people
	C		Taking visitors around town.	Subject and predicate: The big old building is surrounded by trees.	What to do in a magic town: sightseeing, fishing, walking, hiking, eating, swimming, visiting, buying crafts
	D		Ordering food at the local market.	Modals can and may: Can I have an ice cream? May I try that weird flavor?	Objects in a local market: fruit, vegetables, clothes, handcrafts, baskets, souvenirs, plants, jewelry
	Pronunciation		Short /i/ sound		
	Spelling		Double consonant		
	Video		San Miguel de Allende		
	Project		San Miguel de Allende		

6

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Learning a new sport	Deciding what sport to practice.	Can and could (abilities): I can practice rafting.	Accidents in sports: sprains, scratches, fractures, black and blue, swollen muscle, dislocations, pains, strain
	B		Talking about difficult sports to practice.	Can't and couldn't (abilities): I couldn't practice motocross, it is very difficult.	Extreme sports: skydiving, parkour, climbing, hiking, biking, surfing, caving, kayaking
	C		Asking trainers a suitable sport to practice.	Can and could. Yes/ No answers: Could you practice parkour when you were 8?	Protection equipment: glasses, helmet, gloves, boots, knee pads, harness, overall, mask
	D		Deciding which sport to practice.	Connectors of sequence: first, later, after, that, next, then: First I need to study my options.	Body parts to work out: thighs, buttocks, shoulders, pectorals, biceps, abs, forearm, lower back
	Pronunciation		The schwa sound		
	Spelling		Plurals that end in "y"		
	Video		No pain, no gain		
	Project		All about sports		

7

Unit	Lesson	Context	Function	Language	Vocabulary
	A	I love my geography class!	Writing countries' names.	The use of commas to separate series: Peru, Bolivia, Venezuela.	mountain, cliff, volcano, hill, valley, beach, lake, river
	B		Expressing best continents in the world.	But /and conjunctions: I like America, but Europe is awesome.	plain, reef, lagoon, island, canyon, peninsula, waterfalls, bay
	C		Spelling countries and capitals.	The use of capitalization: France, Ecuador, Paris, etc.	gulf, dune, oasis, plateau, archipelago, island, waterfall, cliff
	D		Talking about places of interest to visit.	Would and wouldn't: I would like to visit India. I wouldn't drink the local water.	Famous buildings around the world: Statue of Liberty, Independence Monument, Big Ben, Taj Mahal, Colosseum, Eiffel Tower, Mecca, Pisa Tower
	Pronunciation		Short /u/ sound		
	Spelling		Capital letters		
	Video		Planet Earth is special		
	Project		Around the world		

8

Unit	Lesson	Context	Function	Language	Vocabulary
	A	What were you doing at the fair last night?	Talking about my activities the night before.	Past Continuous (+): I was watching TV at 7:30.	Objects in a room: shelf, nightstand lamp, desk, bedspread, computer, mat, toys, pillows
	B		Talking about what I didn't do last night.	Past Continuous (-): I wasn't doing my homework at midnight.	Objects in a living room: cabinet, end table, rug, recliner, smart TV, picture frame, sofa, curtains, fireplace
	C		Asking my friends what they were doing last night.	Past Continuous (?): Were you reading a book at 5:00 pm?	Objects in a kitchen: kettle, toaster, can opener, apron, food mixer, jug, blender, saucepan
	D		Talking about what I was doing when mom called.	Past Continuous. While / when: When mom called, I was playing and the dog was barking at the cat.	Objects in a bathroom: toilet paper, scale, hair dryer, toilet, dental floss, toothpaste, towel, shower
	Pronunciation		Voiceless /e/		
	Spelling		Plurals in words that end with "ch", "sh"		
	Video		My best night ever		
	Project		Last night		
	Evaluation First Term				

9

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Raising funds!	Making a budget.	Numbers: 100-1,000,000. Nine thousand, six hundred, etc.	Numbers: 25, 265, 1562, 5200, 12000, 21456, 626965, 25000000
	B		Organizing time.	The time: half past, quarter to, ten to, quarter past. I think it's ten to twelve.	sand clock, sun clock, digital clock, smart clock, wall clock, watch, pocket watch, cuckoo clock
	C		Talking about my schedules and time frames.	Simple Present (+ / - / ?): I leave home at 7:30 am. I don't have breakfast at home. Do you have math in the morning?	minus, plus, remains, difference, less than, fewer, divide, total
	D		Describing likes and dislikes in math class.	Like/ don't like + ing: I love telling the time. I hate it when we read numbers, I get confused.	sum, subtraction, fraction, percentage, division, multiplication, result, decimal
	Pronunciation		Syllable patterns		
	Spelling		Ordinal numbers		
	Video		I know how to divide!		
	Project		One, two, three		

10

Unit	Lesson	Context	Function	Language	Vocabulary
	A	We usually spend our weekends at the lake	Arriving to the cabin and deciding what to do first.	Prepositions of place: in / at / on + let's. Let's go swimming in the lake.	firewood, flashlight, ax, tent, sleeping bag, lighter, cooler, utensils
	B		Getting everyone set up on the rooms.	Prepositions of place: by / of / to + let's. Let's go to our room.	Things you need at the lake: sandals, towel, cap, sunblock, deodorant, blanket, lantern, toilet paper
	C		Deciding what to do during the day.	Simple Present: We go rowing. We fish to eat. We set up the tent.	Safety measures: wear a life jacket, watch out for sharp objects, stay away from boats, wear mosquito repellent, wear sandals, wear a wetsuit, wear sunscreen, don't wander off
	D		Describing fun activities at the lake.	Pattern verbs for 3rd person (like -likes, study -studies): She makes everyone laugh with her jokes.	People who can help you: parents, lifeguard, policeman, firefighter, neighbor, doctor, nurse, parents, lawyer
	Pronunciation		Voiced /z/ /j/		
	Spelling		Adverbs -ly		
	Video		Lakes around the world		
	Project		The lake		

11

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Parents are from Mars!	Talking about what parents do every day.	Simple Present 3rd. person (+): My mom drinks cold coffee every day.	constellations, star, sun, moon, storm, thunderstorm, galaxy, planets
	B		Describing normal things parents do.	Simple Present (- / ?): Dad doesn't make his bed in the morning. He makes it at night!	asteroid, comet, eclipse, light year, meteor, solar system, cosmos, time
	C		Describing things we plan to do in the near future.	Going to (+): We are going to see statues and visit museums.	Milky Way, nebula, planet, satellite, observatory, full moon, infinity, Mars
	D		Talking about future activities we aren't going to do.	Going to (-): My mom is not going to visit us tomorrow.	alien, spaceship, asteroid, astronaut, NASA, telescope, UFO, astronomer
	Pronunciation		Silent /b/		
	Spelling		Plurals with words that end in "x"		
	Video		Outer space!		
	Project		Strange things		

12

Unit	Lesson	Context	Function	Language	Vocabulary
	A	My preschool years!	Talking about activities I did in my early childhood.	Used to: I used to play with dolls. He used to watch Backyardigans.	Toys: doll, car, ball, rope, play dough, puzzle, bicycle, board game, jenga, skateboard
	B		Sharing Grandpa's childhood activities.	Verbs in Past irregular and regular: dug, played, hid, ran, saw, looked. I played with friends. We ran along a stream.	Outside activities: ride a bike, run, jump rope, play hide and seek, climb trees, play with mud, patty cake, play guessing games
	C		Comparing people's childhood games.	Simple Past (+): In the 60s, kids played with marbles. In the 90s, children played with the first Nintendo.	Kids games: tag, hopscotch, frisbee, basketball, soccer, kickball, volleyball, baseball
	D		Describing childhood activities around the world.	Simple Past (?): Did kids in Ecuador play with a rope? Did Brazilian children play with plastic soldiers?	Toy materials: plastic, wood, paper, rubber, glass, metal, fleece, cardboard
	Pronunciation		Long /e/ sound		
	Spelling		Regular verbs in Past -ed pattern		
	Video		Little kids are fun		
	Project		My past		

13

Unit	Lesson	Context	Function	Language	Vocabulary
	A	My mom is taking me to the dentist	Visiting the dentist.	Semi modals affirmative: I have to brush my teeth before going to the dentist. I need to stop eating candy. We want to keep teeth healthy.	Dentist material: mouth mirror, cotton pliers, aspirating tube, cotton rolls, suture scissors, tweezers, excavator, braces
	B		Describing dentist's activities.	Modals negative. Don't have to / Don't need to: I don't need to bring my toothbrush to school. I don't have to wear braces now.	Dentist procedures: wash hands, use gloves, sterilize instruments, write prescriptions, disinfect dentist's office, wear a cover mouth, apply fluoride, polish teeth
	C		Telling Mom my experience with the dentist.	Connectors of contrast: however, instead, on the contrary etc. The dentist cut my gum; however, it didn't hurt.	Feelings: scared, mad, anxious, nervous, apprehensive, ashamed, cautious, cranky
	D		Talking about my feelings being at the dentist.	Participle adjectives: The dentist's drill is annoying. I feel scared when I visit the doctor. He's nice.	Feelings: pleasant, nice, quiet, aggressive, calm, excited, afraid, brave
	Pronunciation		Long /o/ sound		
	Spelling		The use of "ck"		
	Video		A dentist run!!		
	Project		The perfect smile		

14

Unit	Lesson	Context	Function	Language	Vocabulary
	A	When my grandparents were young	Talking about styles and jobs in the 60s and 2000s.	Regular short comparatives: The 60s styles were wilder than the 2000s styles. Clothes in the 60s were nicer than they are now.	Styles: fancy, casual, formal, preppy, vintage, bohemian, hipster, rocker
	B		Talking about houses in the 60s and in the 2000s.	Irregular short comparatives: Traffic in the 60s was better than it is now. Pollution is worse now than in the past.	Style houses: modern, hacienda, castle, apartment, bungalow, farm, victorian, boathouse
	C		Describing differences between kids in the 60s and in the 2000s.	Comparatives with less: Children in the 2000s are less patient than children in 1960s.	Adjectives: patient, active, clever, dumb, smart, anxious, gentle, arrogant
	D		Telling how people were different in the past.	Comparative long adjectives: People in the 60s were more active than people in the 2000s.	Abstract nouns: love, intelligence, courage, hope, kindness, freedom, envy, faith
	Pronunciation		Long /a/ sound		
	Spelling		The use of "k"		
	Video		I love grandma's stories!		
	Project		Now and then		

15

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Movies	Planning a slumber party.	Superlative short adjectives: The best Disney movie is "The Lion King."	Movie terms: action, shoot, roll film, roll camera, studio, actors, lights, roll sound
	B		Asking about the most popular movie genre.	Superlative long adjectives: Cartoons are the most popular TV programs for kids.	Movie genre: horror, drama, comedy, action, musicals, science fiction, western, historical
	C		Comparing movie genres.	Comparative as... as...: Thrillers are as entertaining as comedies.	Movie terms: audience, copyrights, pre-production, producers, writers, post-production, production, lens
	D		Deciding on what kids like best.	Superlatives, comparatives: not ... as...: Watching movies at home is not as fun as going to the movie theater.	Materials used in a set: camera, lights, props, clapperboard, boom operator, dolly, camera crane, vanity mirror
	Pronunciation		Long /i/ sound		
	Spelling		"i" before "e"		
	Video		I love Titanic		
	Project		Let's go to the movies!		

16

Unit	Lesson	Context	Function	Language	Vocabulary
	A	We studied animals in my science class today!	Comparing reptiles' appearances.	Subject + looks like: An iguana looks like a fat snake with legs. A crocodile looks like a giant lizard.	Textures: smooth, gluey, bubbly, slippery, fluffy, squishy, rough, grainy
	B		Comparing animals' behaviors.	Verb + as... as: An eagle flies as high as a hawk. A horse doesn't run as fast as a cheetah.	Animal behavior: social behavior, courtship behavior, instinctual behaviors, caring behavior, defensive behavior, learned behavior, cooperative behavior, abnormal behavior
	C		Talking about family traits.	Take after: Who do you take after? He takes after his father.	Features: afro, chubby, redhead, straight hair, curly hair, cleft chin, freckles, dimples
	D		Comparing animals' evolution.	Review comparatives / superlatives: A whale is the largest mammal. In the past, there were mammals that were even larger.	extinct, newborn, evolution, transform, offspring, habitat, breeding, hybrid
	Pronunciation		Beginning consonants /c/ /d/		
	Spelling		Vowel "u"		
	Video		Studying life		
	Project		Watching animals		

Evaluation Second Term

17

Unit	Lesson	Context	Function	Language	Vocabulary
	A	That ruler is mine!	Talking about respecting classmates' materials.	Possessive pronouns: This book is mine. The pen is hers. The tablet is ours.	School materials: ruler, markers, colored pencils, notebook, glue stick, tape, staples, binder, eraser, pencil case
	B		Telling what belongs to someone.	Possessive adjectives: My book, your pen, his ruler.	Materials teachers use: stapler, white out, clips, calculator, post-it note, projector, dry-erase markers, stickers
	C		Distributing possessions in the classroom.	Object pronouns: Tell him, help her, give us, tell them.	Tasks in a classroom: put away your books, erase the whiteboard, help a classmate, organize your locker, feed the fish, water the plants, open books, clean your desk
	D		Checking the lost and found box to leave it empty.	Review pronouns: Those scissors are hers. Give him his book. Give us our ruler.	Lost and found objects: jacket, sweater, lunchbox, backpack, toys, scarf, notebook, phone, laptop
	Pronunciation		Beginning consonants /j/ /k/		
	Spelling		Silent letter /g/ and /k/		
	Video		My new material		
	Project		The lost and found box		

18

Unit	Lesson	Context	Function	Language	Vocabulary
	A	My neighborhood has it all!	Giving directions.	Imperatives: Turn right at the bank. Go straight two blocks. You will see a bank on your left.	Places in a neighborhood: hospital, post office, City Hall, park, school, library, houses, fitness club
	B		Asking for places to shop around the neighborhood.	Is there? / Are there?: Is there a pet shop around here? Are there ATMs around here?	Shopping centers: mall, drugstores, farmer's market, hardware stores, supermarket, department store, flea market, music store
	C		Giving information to tourists.	Prepositions: behind, in front of, next to, across. The book store is across from the supermarket.	Instruction words: next to, between, on, in front of, under, in, behind, around
	D		Asking politely.	Can /could: Could you tell me where I can find a cinema?	Touristic places: beach, theme park, mountain, museum, landmark, desert, garden, lake
	Pronunciation		Beginning consonants/ l/ /p/		
	Spelling		Words ending "f", "l", "s"		
	Video		We have it all		
	Project		My neighborhood		

19

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Elementary	Remembering preschool.	Simple Past of be: I was a shy boy in highschool. I wasn't nervous on the first day.	Subjects: math, Spanish, social studies, physical education, English, science, chemistry, history
	B		Comparing preschool with elementary.	Be Past and Present: My teacher wasn't very strict. My friends weren't so loud. Now, my teacher is strict and my classmates are very loud.	Materials in Elementary: flashcards, bingo games, memory games, class pet, workbooks, chalkboard, class rules
	C		Asking questions to classmates.	Simple Past of be (?): Were activities different ? Was it fun?	Activities we do in Preschool: write, nap, paint, jump, count, play, finger paint, story time
	D		Talking about funny things that happened to us.	Review Simple and Continuous Past tenses: You spilled all the juice over the teacher when she was picking up the trash.	Materials in a preschool: large blocks, tricycle, ride-on-toys, clay, puzzles, beads, puppets, sandbox
	Pronunciation		Beginning consonants /q/ /r/		
	Spelling		Silent /e/		
	Video		I miss being a little kid		
	Project		My school experience		

20

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Global warming	Describing a long weekend.	Will. Predictions (+): We will go to the beach. It will be sunny.	Weekend activities: fishing, snorkeling, going out with friends, picnic, watching a game, watching movies, eating out, hiking
	B		Cancelling plans.	Won't (-): It won't be sunny; so, I won't go camping.	Weather words: breeze, chilly, rain, blizzard, sunny, windy, humid, dry, hail
	C		Asking sister about an itinerary.	Will. Questions Yes / No answers: Will we get some free time? Yes, you will. No, you won't.	Activities in a sunny weather: wash the car, gardening, skydiving, fair, bike, swim, catch butterflies, walk the dog
	D		Describing a process.	Sequence adverbs: First, you will gather information. Next, you will make a summary. Finally, you'll write up our lines.	Weather words: meteorology, temperature, foggy, ° C, °F, thunderstorm, lightning, damp
	Pronunciation		Beginning consonants /v/ /w/		
	Spelling		Hyphens		
	Video		I wish it would snow		
	Project		The weather broadcast		

21

Unit	Lesson	Context	Function	Language	Vocabulary
	A	A day at the shopping mall!	Ordering at the cafe.	Inviting with Would you like / Would you like to: Would you like some sugar? Would you like to order?	Food we order at a restaurant: dessert, coffee, pretzel, salad, appetizers, main dish, milkshake, drink
	B		Chatting with friends.	Agree and disagree: I agree with you. I don't agree that Zeta is the best store.	School policies: uniform, schedules, visits, homework, project, test, classes, school supplies
	C		To save or not to save.	Auxiliaries be and do. Present: I am not materialistic. I don't go shopping that often.	Activities we do with friends: go to the mall, watch a movie, go ice skating, go bowling, plan a picnic, go skateboarding, visit a theme park, have a sleepover, listen to music
	D		Making decisions.	Auxiliaries be and do. Past: She wasn't home. She didn't come with us.	Activities: opera house, music venue, movie theatre, mall, laser tag, bowling alley, stadium, park, ice rink
	Pronunciation		Soft /c/ and /g/ sounds		
	Spelling		Verbs in Simple Present 3rd person		
	Video		I have fun at the shopping mall		
	Project		Coffee at the mall		

22

Unit	Lesson	Context	Function	Language	Vocabulary
	A	A talent show!	Talking about your natural talents.	Adverbs of manner: I carefully danced on stage.	Verbs used behind the stage: get ready, makeup, dress-up, show time, stand by, 5-minute warning, go on, last call
	B		Stating when people prepare for a talent show.	Adverbs of time: today, then, now, yesterday. We meet today at the same time as yesterday.	Time expressions: yesterday, last week, next month, a day before yesterday, a day after tomorrow, today, tomorrow, last year
	C		Describing the movements on stage.	Adverbs of place: toward, forward, backward, homeward, westward, eastwards, onwards: Move forward and backward.	Places: outdoors, indoors, outer space, pool, underwater, porch, roof garden, stadium
	D		Deciding how often we practice.	Adverbs of frequency: I usually practice at home. They seldom meet.	dance, sing, cheerleading, magic, rehearse, play a violin, bike tricks, dog tricks
	Pronunciation		Voiceless consonants /h/ / sh/		
	Spelling		Contractions		
	Video		I want to dance!		
	Project		Practice makes perfect		

23

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Mysterious creatures	Predicting the future of experiments.	Contractions of will and will not: There won't be a Frankenstein. They'll create artificial organs.	Mysterious creatures: fairy, leprechauns, goblins, mutants, Goatsucker, bigfoot, demons, Mothman
	B		Expressing the theories read in the books.	There are/ There were: There are lots of theories about the Loch Ness Monster.	Words to describe the unusual: unusual, enigmatic, mystery, mythological, nasty, evil, wicked, strange
	C		Exchanging creature's facts.	All/ Both: Both creatures are very scary. All creatures were huge.	Adjectives to describe creatures: unique, one-eyed, spooky, terrific, enormous, sharp teeth, awful, horrific
	D		Describing the scariest creature.	Position of adjectives with or without be: The goat sucker was creepy. I drew a creepy monster.	Mysterious creatures: cyclops, troll, werewolf, unicorn, Centaurus, Minotaur, Pegasus, ogre
	Pronunciation		Consonants /g/ /h/		
	Spelling		Suffixes		
	Video		The legend of the Crying Woman in Xochimilco		
	Project		Real or not		

24

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Picnic at school	Planning a picnic at school.	How many? / How much?: How much food should we bring? How many drinks?	Cold food: smoothie, finger food, salad, sandwiches, fruit salad, nachos with guacamole, popsicle, candy, trail mix
	B		Telling friends the food to bring.	Countable / Uncountable nouns: apples, carrots, salt, water, etc. Luis needs to bring a big chunk of cheese.	Countable nouns: eggs, peanuts, oranges, onions, cherries, tomatoes, hot dogs, cup cakes
	C		Asking if something is missing from the list.	Any / Some: Do you want to bring some juice? Are there any special snacks on the list? There aren't any lemons in the fridge.	Uncountable nouns: salt, pepper, water, flour, juice, cheese, butter, coffee
	D		Checking the list.	There is / There are: There is a loaf of bread. There are a few plums.	Food measuring: a pinch, a tablespoon, 1/4 of a cup, 1/2 a cup, 1 cup, a teaspoon, 3-ounce, 3/4 cup
	Pronunciation		Consonants /m/ /n/		
	Spelling		Plurals with "f" ending		
	Video		I want pizza		
	Project		I'll bring the cake		

25

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Helping around the house	Asking politely for help in the kitchen.	Can / Could. Asking politely: Could you lend me the knife? Can you pass me the salt?	Kitchen wear: knife, saucepan, blender, juice maker, spoon, rolling pin, tablecloth, toaster, peeler, can opener
	B		Talking about how much I like my house.	Adjectives: We have a beautiful house. My room is my favorite place; it is very big.	can, bottle, loaf, packet, piece of, cup, chunk, spoonful
	C		Talking about people's opinion.	Indefinite pronouns: everybody and nobody. Everybody likes my house. Nobody has complained of my numerous pets.	Kitchen modular: cabinet, shelves, counter, sink, oven, microwave, refrigerator, stove
	D		Describing my daily activities at home	Simple Present: I wash the dishes everyday. Mom waters the plants every week.	Cleaning objects: bleach, sponge, broom, bucket, mop, paper towels, antibacterial soap, vacuum cleaner
	Pronunciation		/ow/ sounds		
	Spelling		Plurals with "o" ending		
	Video		I cleaned my room by myself		
	Project		My chores		

Evaluation Third Term

Self-English Middle School

Syllabus Secondary A1

1

Unit	Lesson	Context	Function	Language	Vocabulary
1	A	Back to school	Finding your classroom, seat, and places the first day at school.	Subject pronouns and possessive adjectives: I, my, you, your: Hello, my name is Susan. I am your new teacher.	Classroom objects: notebook, pencil case, desk, ruler, test, book, board, schoolbag, sharpener, eraser
	B		Exchanging personal information (names, phone numbers, and email addresses).	Present Simple, be: am / is / are. Affirmative and nterrogative: My zip code is... Give me your email address. Is this your phone number?	Personal possessions: tablet, backpack, dictionary, cellphone, card, password, account, uniform
	C		Meeting the new teacher.	Imperative. Common commands: Close the door. Turn on/off the light.	English in the classroom: come to the front, submit your homework, pay attention, listen to your classmate, read the article, answer the questions, put everything away, turn on the light
	D		Introducing people.	Present of be, third person (review): This is my friend Mark. He is in the basketball team. He is 13 years old.	School roles: principal, coach, teacher, counselor, nurse, art teacher, classmate, teammate
	Pronunciation		Long "a" /eɪ/		
	Spelling		Present Simple. Third person		
	Video		First day at school		
	Project		English phrases		

2

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Newcomers to class	Asking for origin or nationality.	Wh- questions (what, where, who): Who is the new teacher? Where are you from? What's your name?	Countries and nationalities: Peruvian, Mexican, Japanese, Chinese, British, Chilean, Danish, Swiss, Salvadorian, Egyptian
	B		Asking common questions in a class.	How do you say, in English? / May I...?: May I come in? May I go to the restroom?	Common expressions and places in school: gymnasium, laboratory, principal's office, library, court, canteen/ cafeteria, classroom, auditorium, yard, toilets/ restrooms
	C		Talking about things we use in school.	Demonstrative adjectives (this, these, that, those): This pencil case is for my colors. That locker is mine.	More classroom objects: eraser, sharpener, school bag, marker, notebook, bookshelf, desk, board
	D		Asking what someone is doing at the moment.	Present Continuous: Our new classmate is looking for the cafeteria. My teacher is talking to my mother.	Action verbs (school activities): go, make, read, run, write, walk, throw
	Pronunciation		Long "e" /i/		
	Spelling		Plurals		
	Video		I'm new in this school		
	Project		Welcome		

3

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Meet my family	Introducing my twin brother.	Present Continuous, interrogative: Are you practicing basketball this year? Is the coach inviting new players?	Family members: grandfather, grandmother, father, mother, son, daughter, baby
	B		Getting ready for a family trip.	How much...? For shopping: How much is a can of soda? How much are those sunglasses?	Things you buy at a convenience store: bread, chips, ice cream, soda, hygiene products, milk, candies, sugar
	C		Talking about family.	Possessive nouns ('s and s'): This is Carol's cousin. Tom's father is helping us buy the project material.	Extended family: sister-in-law, great grandfather, uncle, cousin, brother-in-law, second cousins, aunt, great grandmother
	D		Describing jobs and occupations.	Wh- questions (what): What's your job? What does your father do?	Jobs: doctor, librarian, coach, veterinarian, teacher, chef, constructor, police officer
	Pronunciation		Long /aɪ/		
	Spelling		Silent letters		
	Video		Meet my family		
	Project		A family scrapbook		

4

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Youth role models	Describing one's daily routine.	Simple Present, affirmative with I, we, you, they: I have physics every Monday morning. I go home in the afternoon.	School subjects: chemistry, physics, history, Spanish, math, biology, English, geography
	B		Talking about how others spend their time.	Simple Present, affirmative with he, she, it: She does her homework with her sister.	Habitual actions: lunch, go to recess, attend class, write an essay, do homework, walk to school, study for a test, clean the classroom
	C		Describing habits, exercises.	Frequency adverbs: Always, sometimes, never: I never do yoga.	Gym equipment: indoor cycles, weights, treadmills, elliptical machines, stair steppers, yoga ball, benches, suspension trainers
	D		Telling the time.	What time...? To ask about schedule: Math is on Monday mornings at quarter to seven.	Time: o'clock, five past, quarter past, half past, quarter to, days, months, years
	Pronunciation		Long "o" /oʊ/		
	Spelling		Verbs ending in "e", Past tense		
	Video		The perfect role model		
	Project		Famous role models		

Evaluation First Term

5

Unit	Lesson	Context	Function	Language	Vocabulary
5	A	Lifestyles of millennials	Describing habits and things to avoid.	Simple Present, negative with I, we, you, they: I don't do exercise everyday.	Dangers at home due to human action: fire, gas leak, burns, cuts, falls, slippery, floods, mash
	B		Activities in a community.	Simple present, negative with he, she, it: She doesn't sweep the street.	Rules around a neighborhood: park the car, dispose the garbage, play music, forbidden, avoid, do not litter, step on the grass, speed limit
	C		Interviewing a millennial.	Simple present, interrogative: Do you know her phone number? Does she train at the gym?	People's habits and role models: listen to music, watch movies, read blogs, upload videos, download music, humility, respect, generosity, morality, passion
	D		Talk about millennials.	Stative Verbs: Have, like, love, need, prefer / The use of enjoy: They like videogames. We prefer working with a tablet.	lifestyle, teenagers, millennials, centennials, generation, college, social media, tendency
	Pronunciation		Long "u" /ju/		
	Spelling		VCV endings/ Past tense		
	Video		Different lifestyles		
	Project		A survey		

6

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Ecotourism	Deciding what to do.	Present simple review (verbs): Dare, ride, take, go, swim, walk: We want to swim in the river. My parents prefer to hike in groups.	Ecotourism activities: whale watching, hiking, bird watching, rock climbing, sport fishing
	B		Deciding where to go.	There is one, there are some, affirmative: There is a national park where you can hike. There are several species of birds to watch.	Man-made wonders: Tikal National Park in Guatemala, Machu Picchu in Peru, Christ the Redeemer in Brazil, Palenque in Mexico, Golden Gate in San Francisco
	C		Traveling arrangements.	There is no/ there aren't any, negative: There aren't restaurants around. There isn't any bus station near by.	Things in a city or town: travel agency, hotel, supermarket, train station, museum, bank, shopping center, restaurant
	D		Evaluating places around the world.	There, interrogative: Are there any parks? How much traffic is there?	Countable and uncountable nouns: weather, attractions, art, cuisine, culture. Abstract nouns: traffic, architecture, crime
	Pronunciation		Short "a" /æ/		
	Spelling		Two-syllable verbs/ Past tense		
	Video		Green is good		
	Project		We are architects		

7

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Our world	Choosing the right clothes to wear.	Simple present, closed questions and short answers: Yes/ No answers. Do you like to wear baggy pants? Yes, I do. / No, I don't.	Every day clothes: jeans, shirts, sweater, jacket, blouse, trainers, flat shoes, socks
	B		Describing fashion.	Present simple, open questions with do and be: What kind of clothes do you prefer? Are you trendy?	Colors in clothes: blue, red, green, yellow, black, white, orange, brown
	C		Talking about fashion and accessories.	Can, affirmative/ negative: I can wear casual clothes everyday. I can't walk on high heels.	Adjectives: retro, old fashioned, practical, trending, uncomfortable. Accessories: hat, tie, high heels, gloves
	D		Describing gear and gadgets.	Can, closed questions: Yes/ No. Can you download music to your phone? No, I can't, it's full. Can you give me the wifi password? Yes, I can.	Technological gear and gadgets: drone, HD camera, stereo, headphones, wireless network, projector, video game console
	Pronunciation		Short "e" /ɛ/		
	Spelling		Contractions		
	Video		The four seasons		
	Project		My mind. My world		

8

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Eating out	Ordering food at the cafeteria.	Can I have...?: Can I have a salad please?	Countries: United Kingdom, Canada, United States, South Africa, India, New Zealand, Australia, Egypt
	B		Describing eating habits.	Countable and uncountable nouns: I drink a lot of water. There are always many apples in the fruit bowl.	Food groups: rice, water, soup, hamburger, popsicle, cookies, vegetables, bread, fruit
	C		Inviting friends to a restaurant.	Would for invitations: Would you like to go out this weekend?	Words to order food at a restaurant: appetizer, main course, side dish, dessert, refreshment, bill, tip, waiter
	D		Giving directions.	The imperative form: Go straight to the traffic light and turn right.	Words to give directions: turn left, turn right, make a U-turn, next to, in front of, behind, past, across
	Pronunciation		Short "i" /ɪ/		
	Spelling		Irregular verbs/ exceptions		
	Video		Eating healthy at lunch time		
	Project		At the restaurant		

Evaluation Second Term

9

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Learning a second language	Expressing plans.	Semi modal verbs, affirmative and negative (Verb+to+verb): Want to, need to, have to. I want to learn French this year. I have to finish my project. I need to study math.	Countries: United Kingdom, Canada, United States, South Africa, India, Australia, Spain, Mexico
	B		Receiving a friend from Canada.	Go + to place, go + -ing: We go to the museum on Saturday morning. We go biking with my dad in the afternoon.	Places in town: library, cinema, downtown, mall, restaurants, bank, museum, arcade
	C		Describing strategies to learn vocabulary.	Review Simple present + frequency adverbs: I always take notes. I sometimes study and listen to music at the same time.	Learning strategies: read, review, discuss, practice, write, evaluate, apply
	D		Using language in a bilingual context.	Object pronouns: Please help me. She is talking to him.	Cognates English-Spanish: chocolate, animal, artificial, balance, cable, carbon, patio, similar
	Pronunciation		Short "o" /a/		
	Spelling		Capital letters		
	Video		I need to learn English		
	Project		English class		

10

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Making friends	Inviting someone to do something.	Suggestions with let's: Let's go to the mall. Let's go jogging tomorrow.	Hobbies and leisure: barbecue, ride a bike, camping, dancing, videogame picnic, museum, festival
	B		Expressing likes and dislikes.	Conjunctions "and" and "but": Today I have math and geography. I have my notebook but I don't have a pen.	Entertainment: actor, singer, cartoon, cinema, concert, videogame, band, exhibition
	C		Making plans with someone.	Time expressions: at, in, on, around, early, late, until, before, and after.	Colloquial vs. academic English: find out, come up with (a plan), get off, live in, wrong, hi, cheap, bad
	D		Asking for preferences.	Question: What do you like? What kind of... do you like?	Shopping: clothing, cell phones, computers, sport articles, furniture, jewelry, shoes, groceries
	Pronunciation		Short "u" /ʌ/		
	Spelling		Verbs ending in "e", -ing form		
	Video		My friends		
	Project		Colloquial expressions		

11

Unit	Lesson	Context	Function	Language	Vocabulary
	A	School life	Talking about time management.	Quantifiers: all, many/much, a lot of, some, a few: I have a lot of homework.	Measuring time: second, minute, hour, day, month, year, decade, century
	B		Describing talents.	Questions: how often and how well: How well do you dance? How often do you skate?	Talents: singing, acting, writing, running, sculpting, cooking, speaking, designing
	C		Comparing personalities.	Comparative with long adjectives: She is more easygoing than my previous teacher.	Personalities of teachers: serious, easygoing, patient, generous, intelligent, creative, anxious, charismatic
	D		Describing my classroom.	Adjectives in plural: blue lockers, red balls, new pencils.	Adjectives: wide, practical, comfortable, useful, high, last, fast, strong
	Pronunciation		Other "u"/ʊ/		
	Spelling		Verbs ending in "ee", -ing form		
	Video		My school		
	Project		Workshops		

12

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Early childhood	Describing childhood memories.	Past of be, statements: My brother was a good rider. I was a champion swimmer.	Kids activities: hide and seek, tag, dodgeball, charades, playing with marbles, jump rope, soccer, riding a bike
	B		Talking about changes.	Past of be, negative and questions: Did you have the hot wheels race track? I wasn't fond of the elastic-rubber dolls.	Different kinds of toys: table games, action figures, dolls, hot wheels, game boy, teddy bear, marbles, water guns
	C		Describing people's physical appearance.	Linking words "and", "but": Now I am tall, but I was the first of the line in elementary school.	Words to describe appearances: straight hair, curly hair, blond hair, thin, dark hair, tall, strong, chubby
	D		Describing health problems.	Imperative: Drink a hot tea. Eat green vegetables. Rest in bed for a week.	fever, sore throat, chickenpox, nausea, sunburn, flu, stomach ache, allergies
	Pronunciation		"oo" sound /u/		
	Spelling		Verbs ending in "ie", -ing form		
	Video		My health		
	Project		It's still me		

Evaluation Third Term

Syllabus Secondary A2-

1

Unit	Lesson	Context	Function	Language	Vocabulary
1	A	At summer camp	Describe everyday activities.	Present Simple (affirmative and negative): We get up at seven. We don't have candies at night.	Everyday activities: exercise, watch a movie, drive a car, walk, take a shower, sleep, wake up, have lunch
	B		Ask about activities at a camp.	Present Simple (interrogative and short answers): Do they admit boys and girls? Do they have toilet facilities at the camp?	Outdoor activities: hiking, cycling, camping, canoeing, fishing, running, surfing, skiing
	C		Say what you have and what you need.	Have got for possessions: I haven't got a lumber jacket. I have got a pair of hiking boots.	Sport gear: helmet, gloves, ball, trainers, net, poles, baseball bat, racket, field, referee
	D		Describe how you like doing things.	Reflexive pronouns (myself, himself, herself): I hit myself with the door. She did her hair herself.	Team and individual sports: Soccer, tennis, tracking, bowling, basketball, rugby, triathlon, water polo, fencing
	Pronunciation		"y" sound /y/ and "j" sound /dʒ/		
	Spelling		Spell changes Present Simple/ first person to third person		
	Video		Summer time!		
	Project		My summer camp		

2

Unit	Lesson	Context	Function	Language	Vocabulary
	A	At home	Getting ready for school.	Present Continuous for activities happening now: I am checking my schedule for today. He is arranging his schoolbag.	Action verbs: lift, put on, bring, place, jog, make, fix, give
	B		Describing everyday chores at home.	Present Simple: I make my bed every morning while my mother prepares breakfast.	Housework: ironing clothes, mopping, sweeping, dusting, doing the dishes, taking out the trash, hanging clothes, watering the plants
	C		Talking about my family.	Love, like, don't like, hate infinitive and -ing: My sister loves to feed the fish. I hate to wash the dishes. I don't like to take out the trash. I love swimming. He likes riding his bike.	Home activities: watch a movie, play video games, gardening, playing board games, barbecue, baking cookies, chatting, use the computer
	D		Talking about home repairs.	Present Simple vs Present Continuous/ while: The plumber is fixing the sink while my mother is folding some clothes.	People who help at home: plumber, gardener, carpenter, electrician, nanny, firefighters, technician, painter
	Pronunciation		"th" sound /ð/ /θ/		
	Spelling		Spell changes past simple/ regular verbs		
	Video		We all help		
	Project		The chore chart		

3

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Travel blog	Describing early schooling.	Past Simple of be (was/were review) / Past Simple of can (affirmative and negative): When I was 9, I couldn't have my own blog. I was very good at reading in 5th grade. I could read a book per week.	Written communication: article, diary, blog, letter, magazine, message, postcard, email, form, card
	B		Expressing past experiences.	Past Simple, irregular verbs affirmative and negative: I ate crickets for the first time. Last year, my family gave me a great birthday gift.	Past time expressions: next week, tomorrow, tonight, next year, today, ago, then, yesterday (day before yesterday), from - to, in, last year (month, week, day)
	C		Describing experiences during trips and entertainment.	Past Simple, regular verbs affirmative and negative: We visited Mexico last summer. My parents traveled to Brazil for the carnival.	Transportation: bike, plane, helicopter, skateboard, boat, motorbike, cab, bus
	D		Interviewing people from other countries.	Past Simple, Wh- questions: What did you like about Guatemala? Where did you stay in Argentina?	tear off, give up, tuck in, give away, hang up, wake up, get over, carry out, look for, catch up
	Pronunciation		/ed/ /id/ past form of regular verbs		
	Spelling		Suffixes		
	Video		Human Migration		
	Project		The foreigner		

4

Unit	Lesson	Context	Function	Language	Vocabulary
	A	A field trip o a farm	Describing what you did during a trip.	Past Simple: We went to a farm. We learned how to grow carrots. Sequencers: Before, then, after that, later on, next.	Farm objects and animals: farm, farmer, tractor, horses, sheep, barn, pasture, rabbit, vegetables, rooster
	B		Asking about what someone did and saw.	Past Simple questions and short answers: Did you see the piglets? No, I didn't.	Wild fauna: spider, ant, cougar, fox, snake, bear, boar, eagle
	C		Exchanging opinions about what people do for fun.	Zero conditional (cause and consequence) if / when: If you don't use sunscreen, your skin suffers it. When you enter the barn, hens start running around.	Things to take to a field trip: towel, tent, lamp, sunscreen, bathing suit, flip flops, sleeping bag, hiking boots
	D		Saying what you could do during a field trip.	Could affirmative, negative and interrogative: Could we get some free time? We could see firebugs all over the place. We couldn't sleep very well.	Safety measures during a school trip: safety measures, stay with the group, put out the fire, wear insect repellent, don't travel at night, always carry your ID, don't go near wild animals, don't swim by ourselves or at night
	Pronunciation		Sound /h/		
	Spelling		Suffixes: adding -ally		
	Video		A trip to Mexico		
	Project		Having fun		
	Evaluation First Term				

5

Unit	Lesson	Context	Function	Language	Vocabulary
	A	My father is a chef	Obligations at work.	Have to / don't have to: He has to start work very early. He doesn't have to deal with the customers.	Things to do at work: calculate, review, edit, present, sell, engineer, deal, manage
	B		Describing the work place.	How + adjective/ How far is...?: How big is the oven? How far is the restaurant from your house?	Places to work: bank, store, hospital, school, law firm, market, police station, restaurant
	C		Placing an order at a restaurant.	Countable and uncountable nouns: a/an, some and any, much and many: Could you please put some dressing aside?	Food and drinks: soda, water, wine, milk, meat, chicken, pasta, salad
	D		Getting your way around the neighborhood.	There for questions/ Is there a? Are there any?: Is there an ATM near by?	Kitchen appliances: blender, oven, toaster, mixer, knife, serving spoon, tweezers, lemon squeezer
	Pronunciation		"sh" sound /ʃ/, "ch" sound /tʃ/		
	Spelling		Suffixes / "y" to "i" rule		
	Video		Wash your hands!		
	Project		Compliments to the chef		

6

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Planning a holiday in Canada	Expressing non confirmed plans.	Will / won't for predictions and intentions: My cousin will pick us up at the airport. I will meet you at the baggage claim area.	At the airport: <i>boarding pass, gate, waiting room, customs, duty free, passport, baggage claim</i>
	B		Making arrangements for a trip.	Present Continuous for future affirmative, negative, interrogative: Are you taking the early flight? We are picking you up at the airport.	Large numbers, math operations: hundreds, thousands, millions, billions, add, subtract, divide, multiply
	C		Describing future plans.	Be going to for plans affirmative, negative, interrogative: Are you going to bring maple syrup? We are going to visit my cousins.	Verb+noun collocations (holiday): take the bus, see a play, visit a museum, eat in a restaurant, walk in the park, buy a souvenir, read a book, play a game
	D		Describing a travel schedule.	Present simple for future: We leave in three weeks. My plane lands at 2:00.	Holiday activities: sailing, rafting, skiing, sightseeing, biking, eating out, fishing, swimming
	Pronunciation		"wh" sound /h/		
	Spelling		Suffixes/ drop the "e" with...		
	Video		Planning a trip		
	Project		My next vacation		

7

Unit	Lesson	Context	Function	Language	Vocabulary
	A	A tree house	Evaluating options on where to build something.	Intensifiers with adjectives: a bit, quite, rather: An electric screw driver makes it rather fast. It is a bit high for little children.	Tools: screw, nail, screw driver, hammer, saw, plier, wrench, harness helmet, rope
	B		Making decisions based on comparisons.	Comparatives with one-syllable adjectives / Irregular adjectives: big, small, high, wide, nice, cold, hot, good, bad, far.	Objects in a tree house: flashlight, mat, treasure chest, hanging ladder, dream catcher, poster, swing, slide
	C		Pointing out what we didn't like in our treehouse.	Too + adjective, adverbs: The shelf is too high. The ladder is too thin. The corner is too dark.	Space description: narrow, wide, high, tiny, large, small, spacious, short
	D		Talking about clothes for the treehouse.	Enough with adjectives: These pants are comfortable enough. That jacket is warm enough.	Clothes to wear in a tree house: sweater, scarf, pants, slippers, pajamas, mitts, shorts, sneakers
	Pronunciation		"s" sound /s/		
	Spelling		Suffixes/ double letters part 1, for short (one syllable) words		
	Video		My privacy		
	Project		My tree house		

8

Unit	Lesson	Context	Function	Language	Vocabulary
	A	My birthday present	Planning a birthday party.	Forms of future (Review): I am planning my birthday party. I will ask for a mobile phone as a gift. My friends are going to sleep over.	Food: pizza, sandwiches, hot dogs, soda, cake, cookies, ham, cheese, corn dog
	B		Stating rules for the use of electronic gadgets.	Must/ mustn't: I must take care of my phone. I mustn't scratch the screen.	Gadgets: cell phone, tablet, video-game console, video game, drone, camera, laptop, HDTV screen
	C		Accepting conditions and making agreements.	Have to/don't have to: I have to do my homework. I have to help mom with chores.	Home chores: make my bed, take out the trash, fold my clothes, water the plants, vacuum the carpet, dust the furniture, do laundry, wash the dishes
	D		Talking about things that could happen.	First conditional, when / if: I will get a mobile phone if I am responsible doing my home chores.	vacuum the carpet, fold my clothes, drone, video-game console, ham, soda, water the plants, dust furniture
	Pronunciation		/ay/, /ai/, /ei/ sounds		
	Spelling		Suffixes/ double letters part 2, for longer (more than one syllable) words		
	Video		The Present Perfect		
	Project		My wish list		

Evaluation Second Term

9

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Social media	My media friends.	Should / shouldn't: What's it like? You shouldn't post personal information on your wall. You should edit your videos.	Media activities: chatting, posting, filming, tagging friends, messaging, skypeing, blogging, surfing the net
	B		Talking about my afternoon activities.	Adverbs of frequency: My mom always sets times for my activities. I sometimes forget to do my homework.	Routine activities: study, go to school, do sports, make friends, do homework, play an instrument, walk the dog, read a book
	C		Checking my security settings.	Gerunds and infinitives (review): Internet browsing is simple. To check what other people do online is spying.	Social media vocabulary: friendship, request, upload, download, security, settings, profile, tweeting
	D		Ensuring the good use of internet.	Adverbial phrases of time, place, and frequency: Never click pop-up windows when browsing.	Safety measures when browsing: website, parental control, enable, device, filters, virus, prohibited, edit
	Pronunciation		/ee/, /ea/ sounds		
	Spelling		Suffixes/ double letters part 3, for longer words and ends in a single consonant		
	Video		Checking on my friends		
	Project		Create a website		

10

Unit	Lesson	Context	Function	Language	Vocabulary
	A	My family's photo albums	Talking about a photography workshop.	Past Simple: Family albums were big and elegant.	photography workshop, photo studio, camera, flash, tripod, settings, lights, dark room, pixels, photo negatives
	B		Comparing my selfies and my granddad's pictures.	Comparative adjectives + than: Taking pictures in the 60s was more expensive than today.	Developing process: develop, lens, aperture, exposure, depth, focus, zoom, IOS
	C		Talking about the way I take pictures.	Superlative adjectives: Mobile uploads are the most common photos on Facebook.	Modern technology: technology, mobile case, nanotechnology, portable, coverage, memory sticks, filters, apps
	D		Setting safety procedures in my photo lab.	Countable and uncountable nouns: Mix one part of vinegar with four parts of water in a bottle.	Containers, units of measure: carton, bottle, drop, can, jar, package, roll, box
	Pronunciation		/ou/, /ow/ sounds		
	Spelling		Suffixes/ exceptions for the double letters		
	Video		Selfies		
	Project		The evolution of the photos		

11

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Get well soon!	Talking about injuries.	Past Continuous and time words: I was running when I stepped on the ball. I was playing tennis when I twisted my ankle.	Feelings and opinions: afraid, bored, friendly, funny, worried, strange, amazing, unpleasant, useful, special
	B		Telling how it happened.	Past Simple and Past Continuous interrogative: Were you having breakfast when I called?	Medicine: hospital, nurse, doctor, emergency room, accident, ambulance, temperature, medicine, bandage, injury
	C		Following the doctor's prescription.	Adverbs of frequency and time: always, never, for three weeks, today, later, next week	Health: lie down, stomach, neck, exercise, sore, sick, illness, appointment, blood, chemist
	D		Expressing what I want to do.	Want / would like: I want this week to finish. I would like to ride my bike.	Adjectives: tired, weak, sleepy, boring, caring, loving, thoughtful
	Pronunciation		/au/, /aw/ sounds		
	Spelling		Suffixes/ words ending in -ful		
	Video		Questions		
	Project		A healthy lifestyle		

12

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Costume party	Talking about preferences in clothes.	Verbs + gerunds to express likes and dislikes: love, like, don't like: I love going to parties. I don't like baggy clothes. I like wearing masks.	Costume themes: movie character, animal, team uniform, historical character, singer, food, professions, scary
	B		Describing people and objects.	Past review. Prepositional phrases for time and place: With the... After the... Next to the... ...to the stage ...to the restroom.	Accessories: mask, gloves, costume, leggings, wigs, team jersey, makeup, fake eyelashes
	C		Defining regulations for the contest.	Imperatives: Go through the catwalk. Be respectful of people and ideas. Listen to the participants. Submit your vote. Be on time.	Verbs: resemble, look at, act, behave, walk, dance, rules, hang
	D		Talking about the party.	Much/many: There are many friends and neighbors.	Family and friends: dad, mom, granny, husband, parent, sibling, child, wife
	Pronunciation		/oi/, /oy/ sounds		
	Spelling		Suffixes/ adding -ly		
	Video		Halloween costumes		
	Project		Organizing a party		
	Evaluation Third Term				

Syllabus Secondary A2

Unit	Lesson	Context	Function	Language	Vocabulary
1	A	A day in the life of a stunt double	Interviewing a stunt double.	Like as a preposition: What's your job like? I have to look like the actor. My job is not like any other.	Multi-word transitive verbs: take, put on, clean up, turn down, put away
	B		Talking about every day activities vs what is happening at the moment.	Present Simple vs Present Continuous: He is not working at the moment. He gets calls almost every week.	Multi-word intransitive verbs: jump off, get up, watch out, get away, keep on
	C		Talking about responsibilities; expressing preferences.	Semi modal: Have to/ don't have to / obligations and interests: I have to work out two hours a day. I don't have to follow a special diet, but I need to stay in shape.	Healthy life: exercise, marathon, swimming, hydrated, emotion, harmful, dangerous and healthy
	D		Expressing amounts.	Quantifiers: much/ many; some/any; none: There is much work to do, many calls are at night. I don't have any time off.	The making of a film: makeup, practice, skills, shoots, scene, movie, set, dialogue
	Pronunciation		Schwa sound /ə/		
	Spelling		Prefixes		
	Video		I don't need a stunt double		
	Project		Stunt doubles		

2

Unit	Lesson	Context	Function	Language	Vocabulary
	A	My friends and I went to the movies	Expressing what you were doing the night before.	Past Continuous: I was having dinner. I wasn't doing my homework.	Nouns in a movie set: movie set, director, special effects, stunt double, take, close up, make up artist, camera
	B		Telling what a movie was about.	Past Continuous vs. Past Simple, when and while: He was jumping off the window when the plane crashed against the building.	Movie genres: adventure, drama, sci-fi, comedy, family, thriller, action, chick flick
	C		Expressing what someone was able to do.	Was/ Were, able to + verb: The burglar was able to escape.	Words used when describing films: movie genre, plot, starring role, flop, blockbuster, hilarious, imaginative, disappointing
	D		Describing talents.	Contrasting I can/ I am able to: She can run over her lines in her dressing room. He is able to make a quick turn over on the motorbike.	Phrasal verbs with over: come over, get over, turn over, run over
	Pronunciation		Schwa + r sound /ə/		
	Spelling		Prefixes/ use of -in		
	Video		Leaving the movies		
	Project		Spoilers		

3

Unit	Lesson	Context	Function	Language	Vocabulary
	A	A night at the Oscars	Comparing people's appearance.	One syllable, comparative adjectives: Her dress was nicer than her shoes. She looks thinner.	Physical appearance: fat, thin, bald, cute, short, strong, weak, tall
	B		Evaluating who should get the award.	Two or more syllable comparative adjectives: The screenplay is more important than the cinematography.	Personality adjectives: generous, interesting, hardworking, easygoing, outgoing, patient, spontaneous, optimistic
	C		Disagreeing with the academy.	Irregular comparative adjectives and special cases: I don't think the make up was better than the costume design.	Music genres: folk, classical, reggae, blues, latin, jazz, pop, country
	D		Expressing preferences.	Superlative adjectives: Gonzalez Iñarritu was the best director.	Men and women accessories: tie, bow, scarf, hand bag, pouch, bag tassel, gown
	Pronunciation		Controlled "ar" sound /ar/		
	Spelling		Prefixes/ Use of i-		
	Video		Getting an award		
	Project		Awarding people		

4

Unit	Lesson	Context	Function	Language	Vocabulary
	A	A vacation in the snow	Planning my first skiing trip.	Will/ Won't for future: We will go snow skiing in December. I will snow ski for the first time.	Means of transportation: cab, airplane, shuttle bus, chairlift, motor slide, subway
	B		Booking our activities.	Will/ Won't for promises: My mother promised we will go snow skiing. I will follow all the safety rules.	Cold weather activities: skiing, snowboarding, snow tubing, gather around the fireplace, make a snowman
	C		Packing my bag.	Might/ May (not): You might want to dress in layers, in case the weather changes. It is important to wear a helmet because you might fall and hit your head.	Expressions and adjectives for cold weather: waterproof, gloves, mittens, socks, jacket, goggles, sunglasses, helmet
	D		Talking about situations on the mountains.	If/ Unless + first conditional: If we go together, my cousins and I will share a room.	Jobs: receptionist, chef, instructor, lifeguard, shop assistant, photographer, waiter, bellboy
	Pronunciation		Controlled "or" sound /ər/		
	Spelling		Possessive 's		
	Video		It's cold!		
	Project		Let it snow!		
	Evaluation First Term				

5

Unit	Lesson	Context	Function	Language	Vocabulary
	A	A snowman	Talking about what you are expected to do, or have permission or the ability to do something during winter time.	Expressions with verb be: be supposed to/ be able to / be allowed to: My brother and I are allowed to play in the snow only for an hour. We are supposed to get home before 5 pm.	Cold weather dangers: cold weather, danger, slippery, black ice, hail, snowflakes, hypothermia, pneumonia
	B		Comparing things that happen when it snows.	Past Simple: The snow accumulated in front of the garage.	neighborhood, block, neighbor, backyard, porch, garage, street, park
	C		Describing how my life changes in winter.	Present Perfect Simple with for and since: My father has built snowmen since he was a child.	Winter outdoor activities: winter, ice skating, snowball fight, making angels, making a snowman, skiing, sliding, slippery
	D		Giving tips to build the perfect snowman.	Indefinite article a/an, definite article the, or zero article: I have always used a carrot to make the nose.	Snowman items: snowman, scarf, wheelbarrow, carrot nose, hat, shovel, buttons, pine tree
	Pronunciation		Controlled air sound /ɛr/		
	Spelling		Possessives s'		
	Video		When it snows		
	Project		Let's build a snowman!		

6

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Making an igloo	Learning to build an igloo.	Enough with adjectives and nouns: Sometimes, the snow is not hard enough to cut out the wall blocks.	Verbs to describe a building process: test, cut, place, blocks, set, align, concrete, base
	B		Considering and evaluating the conditions for an effective building process.	Musn't vs. Don't have to: You mustn't forget to wear safety gear. You don't have to buy it, you can rent it.	Weather conditions: freezing point, blizzard, temperature, warmth, ventilation, hail, storm
	C		Talking about belongings and possessions.	Possessives use of 's, s': The block's edges must be even. The igloo's ceiling holds itself.	Eskimos and their environment: Eskimo, environment, Inuit, sled, leather covers, bone tools, edge, strength
	D		Surviving in the North Pole.	Imperatives: Protect your eyes, make a shelter, keep yourself dry.	Expedition items: compass, map, GPS (Global Positioning System), snow shovel, first aid kit, rope, snow boots and flashlights
	Pronunciation		"ng" /ŋ/ and "n" /n/ sound		
	Spelling		Words with long and short /a/		
	Video		The igloo		
	Project		Steps to build something		

7

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Bigfoot legend	Talking about legends.	Indefinite pronouns (everyone / no one / someone, etc.) Almost everyone has heard about the Bigfoot legend.	Physical descriptions: hair-covered, features, apelike, human like, phenomenon, creature, beast, wild
	B		Analyzing situations which become legends.	Phrasal verbs: find out, give up, come back, point out, turn out. The story tells that someone came across a big apelike man. Maybe one day it will turn out to be true.	Other words: folklore, tribes, elusive, anthropologist, attack, encounter, proof, myth
	C		Describing the place where Bigfoot has been seen.	Present Perfect + ever / never/ yet: His existence has not been proved yet.	Forest vocabulary: woods, cascade, tree, footprints, mountains, caves, bushes, leaves
	D		Making questions about experiences and stating the lack of evidence.	Present Perfect interrogative: Have you ever watched a documentary about him?	Other words: evidence, theory, fact, myth, legend, scientists, detractor, state
	Pronunciation		Sounds /b/ , /v/		
	Spelling		"l" before "e" except after "c"		
	Video		Legends		
	Project		My favorite legend		

8

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Video media	Talking about things you do and how to prepare tutorials.	Present Simple and Present Continuous for future: I publish a new section this evening, I am making a new video for my website.	Appliances: digital camera, video camera, computer, laptop, electricity, lamp, lights
	B		Thinking about your audience.	Object pronouns: Think about your viewers, this is for them.	Verbs: record, edit, cut, paste, make a video, upload, create
	C		Choosing the right topics.	Dependent clauses: While you are practicing, measure the time. Use good light when you film.	Entertainment and media: advertisement, board game, keyboard, drums, guitar, video game, audience, competition
	D		Producing a successful tutorial,	First conditional: If you don't have enough light, you won't have a good video.	Technology: speed, screen, graphics, special effects, audio
	Pronunciation		Minimal pairs /l/ and /i:/		
	Spelling		Changing "y" to "ies"		
	Video		Funny videos		
	Project		I'm a videoblogger		
	Evaluation Second Term				

9

Unit	Lesson	Context	Function	Language	Vocabulary
	A	The evolution of the telephone	Talking about inventors who changed our lives.	Relative clauses and relative pronouns: who, which, that, whom, whose. Gutenberg, who invented the print, speeded the communication process.	Nouns: scientist, inventor, patent, patent office, idea, research
	B		Describing activities two centuries ago.	Used to + verb base: People used to read with candle light.	Technology services: chat, online, text, message, email
	C		Analyzing technological evolution.	Wh questions in past: which, whom, whose, who, when, where, how, why, what. Who invented the phone?	Communication and technology: cell phone, conversation, headphones, game console, GPS (Global Positioning System), battery, wireless
	D		Advising on the use of the mobile phone.	Modal should / shouldn't: We shouldn't depend so much on our phones.	Appliances: radio, clock, cell phone camera, telegraph, satellite, radio tower, app
	Pronunciation		Minimal pairs /e/ and /l/		
	Spelling		In, on, at for time		
	Video		My first cell phone		
	Project		The evolution of the phone		

10

Unit	Lesson	Context	Function	Language	Vocabulary
	A	A vegetable garden at home	Talking about supermarkets.	Present continuous for future: I'm planning my vegetable garden. My family is choosing the right place.	Shopping: produce, frozen food, farmer, supermarket, products, expiry date, distributor, food preservatives
	B		Selecting a place for my garden.	More verbs: select, measure, protect, water, plant, harvest, cover, put, place, dig.	House and home: plant, shadow, greenhouse, spill, window, backyard, garden, corner
	C		Instructing to plant your garden.	Connectors: Cause and effect (because, because of, since, for, so). Don't water your plants every day, so they won't drawn.	Measurements for amounts, time and space: hours, pounds, months, glass, inches, days, year, pot, liters, week
	D		Describing the place for a garden.	Adjectives: fresh, raw, healthy, bright, shinny, ripe, young, old, big, small. Choosing a sunny corner is helpful.	Food: apple, grapes, tea, spinach, lemons, potatoes, orange, salad
	Pronunciation		Silent /g/ spelled "gn"		
	Spelling		Adding -es to words in plural		
	Video		At the supermarket		
	Project		Blueprints for my garden.		

11

Unit	Lesson	Context	Function	Language	Vocabulary
	A	The Wright brothers	Talking about activities in the 1800s.	Past Simple + Past Continuous: People traveled by boat. There were trains and railroad stations.	Transportation: boat, carriage, driver, passenger, train, wagon, railroad, horse
	B		Describing what could and couldn't be done two centuries ago.	Could / Couldn't: People couldn't make fast trips.	Travel: travel agency, baggage, single ticket, round ticket, journey, machine, coal, suitcase
	C		Comparing services today and centuries ago.	Comparative adjectives: faster, slower, bigger, more dangerous, more difficult, easier, more effective, more secure. Traveling is faster today. Communication was less effective in those days.	Services and technology: telegraph, mail, newspaper, pencil, ink, storytelling, fireplace, oil lamp
	D		Talking about important moments and places.	Prepositional phrases: The brothers were very excited with the campsite. They were alone in that area.	record, experiments, failures, success, site, sand dunes, town
	Pronunciation		Silent /n/		
	Spelling		"f", "fe" to "ves" or "s"		
	Video		The first airplane		
	Project		Inventions		

12

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Training for a triathlon	Describing my first triathlon competition.	Passive Present Perfect: I have been informed of the next triathlon in Hawaii. The registrations have been opened. I have been advised on clothes to wear.	Sports and clothes: wetsuit, neoprene, swimsuit, sneakers, t-shirt, helmet, knee pads, elbow pads
	B		Talking about the coming triathlon.	Present Perfect Simple with just, already, yet: I've just joined a swimming team. The inscriptions for the triathlon have started. I haven't packed yet.	Leisure and experiences: leisure, club, relax, go out, meditate, get a massage, steam bath, yoga
	C		Comparing activities in a triathlon.	Gerunds as nouns: Swimming is less risky than running. Exercising is my strongest passion.	Triathlon activities and preparation: resting, swimming, hiking, diving, warming, skating, cycling, running
	D		Describing training habits and techniques.	Adverbs of frequency: I always stretch before training. My day frequently begins with an energetic milkshake. I never smoke.	distance, recovery, weight, category, flexibility, finish line, relay race, podium
	Pronunciation		Silent /d/		
	Spelling		"all" at the beginning of a word		
	Video		A triathlon		
	Project		Competitions		

Evaluation Third Term

Syllabus Secondary B1-

Unit	Lesson	Context	Function	Language	Vocabulary
1	A	A cruise vacation	Describing activities on a cruise ship.	Present Simple/ Present Continuous: Dinner time is from 7:00 to 11:00 pm. My family and I are checking the on board activities. There are many things to do!	Activities: workshop, cruise, makeover, opening hours, facilities, hangout, nightlife, sunbathe, talent show, keep fit
	B		Planning tonight and tomorrow's activities.	Present Continuous for future: My sister and I are going to the teens-only formal dinner. We are taking a tour to visit the first island.	Cruise trip vocabulary: invitation, dinner, party, excursion, exchange, souvenir, hairdresser, air conditioning, board, seaside
	C		Observing restrictions and asking for information.	Present Continuous, negative and interrogative: We are not wearing jeans for dinner. How much money are we spending on souvenirs?	Clothing: jeans, shorts, sweater, flat shoes, shirts, cocktail dress, tuxedo, trainers, hats, sunglasses
	D		Anticipating what we might do during the trip.	Modals might, may, will, probably: We might eat at the food chain this afternoon. My brother will go to the gym. My parents will probably visit the casino.	Cruise facilities: pool, spa, gymnasium, gift shop, gallery, bow, stern, deck, cabin, harbor
	Pronunciation		Stress in the first syllable of a two-syllable noun		
	Spelling		In,on, at for place		
	Video		Reservations		
	Project		My cruise line		

2

Unit	Lesson	Context	Function	Language	Vocabulary
	A	My mom has got a new car	Describing actions.	Adjective + infinitive: It's difficult to change a tire; It is nice to learn new things.	First aid kit: first aid kit, band-aid, elastic bandage, scissors, iodine solution, needle, alcohol, thermometer
	B		Expressing safety rules when driving.	Infinitive or gerund as subject: To drive, you have to get a license. Driving while texting can be harmful.	Injuries: injury, black eye, twisted ankle, broken arm, fissure, muscle strain, burn, dislocation
	C		Influencing others.	Infinitive with causatives: I will ask the mechanic to help me. My brother encouraged me to learn.	Car parts: tires, steering wheel, windshield, trunk, lights, blinking brake lights, handbrake, gear shift
	D		Telling what you know and what you don't know.	Infinitives with interrogative: I don't know where to take driving lessons.	Verbs for driving: turn, stop, go ahead, highway, fasten your seat belt, toll tag, go past the traffic lights, roundabout
	Pronunciation		Stress in the first syllable of a two-syllable adjective		
	Spelling		Plural/ ending with "ies"		
	Video		My first car		
	Project		The car timeline		

3

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Learning to drive	Talking about actions that concluded; talking about experiences.	Past Simple vs Present Perfect Simple: My brother got his driving license. I have taken my first driving lesson.	Driving vocabulary: legal age, requirements, driver's education course, practice test, instructor, driver's permit, driver's license
	B		Linking time between activities.	Time conjunctions (before, after, as, when, while, until, since): As soon as we got to the car park, I felt relaxed.	Town and city: traffic light, parking spot, speed limit, signs, speed bumps, roundabout, bus stop, parking lot, crossroad, corner
	C		Describing people and objects.	Adjectives and strong adjectives: It has a nice sunroof. The trunk is huge.	Car parts and characteristics: seats, seat belt, turn signal, pedal, steering wheel, sunroof, trunk, tire
	D		Observing rules and regulations when driving.	Modals must / have to: You have to keep a 10-20mph speed in a school zone. You must wear a seat belt all the time. Difference between mustn't and don't have to: You don't have to open the sunroof when it's sunny. You mustn't text while driving.	speed bumps, traffic light, roundabout, seat belt, turn signal, steering wheel, legal age, instructor, driver's permit, driver's license
	Pronunciation		Stressing words ending in "sion", "tion"		
	Spelling		Plural/ ending with "o"		
	Video		Being careful		
	Project		Theory vs practice		

4

Unit	Lesson	Context	Function	Language	Vocabulary
	A	My favorite sports	Talking about one of the most popular sports of the world.	Present Perfect Simple vs Past Continuous: I have played soccer since I won a tournament at school. I have been in the school's team since I first came to this city. We practiced at a community field.	Football gear and facilities: shorts, uniform, boots, court, helmet, goalkeeper, gloves
	B		Giving advice.	Had better / should / ought to: You ought to train hard. You should follow your coach's advice.	Health: health, blood pressure, diet, cardiovascular, endurance, hydrate, warm up
	C		Analyzing the commitments of a professional player.	Broader range of intensifiers: so, such, too, enough. Tom wanted to join the team, but he didn't run fast enough. He was too slow, but he is so committed that he made such an effort to comply.	contract negotiations, image rights, sport injuries, insurance claims, sponsorship, anti-doping, regulations, tax planning
	D		Describing my training demands.	Adverbs (review): I have to gradually gain weight. We suddenly became famous.	Personal development: goals, aim, dreams, standards, ethics, values, behavior, development
	Pronunciation		Stressing words ending in "ic"		
	Spelling		Spell changes Past Simple: from first person to third person		
	Video		Sports		
	Project		I'm your fan!		

Evaluation First Term

5

Unit	Lesson	Context	Function	Language	Vocabulary
	A	The Olympic games	Guessing countries which could host the Olympic games.	Future predictions: I think the next continent to host the Olympics will be Africa.	Olympic hosts, countries and continents: Brazil, Mexico, Canada, Russia, Germany, South Korea, Japan, China, Australia
	B		Analyzing teams that could classify to the Olympics.	First conditional review: if and unless: Unless the player improves his record, he won't classify.	Exercise standards: standards, Olympic record, eligible, qualify, category, concentration, federation, committee
	C		Describing my favorite discipline.	Make / let / be allowed to: Kicking the opponent's face is not allowed.	Olympic disciplines: rugby, fencing, triathlon, weightlifting, taekwondo, gymnastics, archery, rowing
	D		Talking about the rules at the Olympics.	Modal verbs of obligation, prohibition and permission (review): Athletes cannot sleep outside their building.	Building's descriptions: building, facilities, conference room, training room, dressing room, dining room, dormitory, showers, medical service court
	Pronunciation		Stressing compound adjectives		
	Spelling		Spelling "ie" or "ei"		
	Video		The Olympics		
	Project		Let the games begin!		

6

Unit	Lesson	Context	Function	Language	Vocabulary
	A	My brother's first concert	Talking about my brother's first concert and experiences.	Present Passive and Past Passive review: My brother was invited to a concert. The tickets are sold out.	Music genres: country, heavy metal, reggae, classical music, hip hop, jazz, pop music
	B		Talking about things that can or cannot be done at the concert.	Connecting words to express cause and effect: Sharp objects are not allowed into the concert because they could be dangerous.	Entertainment and media: vocalist, recording studio, audience, guitarist, concert, musician, back stage, spotlights
	C		Talking about future events that could affect the concert.	Future Passive: In the event of rain, the concert will be postponed. The stage will be prepared in advance.	More entertainment and media: band, groupie, fan, band manager, instrument, keyboard, performance
	D		Imagining my first concert.	Modal verbs of deduction (present): Attending a live concert must be exciting. They might let you bring water. The opening band may be cool.	recording studio, country, heavy metal, reggae, back stage, spotlights
	Pronunciation		Stressing compound nouns		
	Spelling		-ing forms		
	Video		Concerts		
	Project		I'm the manager!		

7

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Fashion designers	Describing what I would change in fashion.	Second conditional review: I wouldn't hire super skinny models If I were a fashion designer.	Cloth types: silk, leather, cotton, wool, velvet, organza, chiffon, burlap
	B		Talking about fashion.	"I wish" / "If only" expressions: I wish I had bought that dress.	Actions designers do: sew, cut, measure, zip up, button up, mend, patch, design
	C		Describing a fashion event with Ricardo Seco.	Modal verbs of deduction (past): He can't have done that, he is a very kind person.	Clothe style: long sleeve, V-neck, turtleneck, baggy, fitted, mini, round neck, string
	D		Interviewing a fashion designer.	Question tags intro: You are Mexican, aren't you?	Fashion styles: casual, elegant, sport, rocker, hipster, bohemian, vintage, tomboy
	Pronunciation		Stressing compound verbs		
	Spelling		"y" to "i" or not: part 1		
	Video		At a fashion show		
	Project		On the catwalk		

8

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Parkour	Describing what parkour is and how it helps my body.	Gerunds and infinitives: Parkour helps you to stay fit. Your heart is pumping all the time.	Work out parts of the body: chest, thighs, legs, arms, calves, abs, glutes, back
	B		Talking about the opinions people gave me about practicing parkour.	Linkers of contrast: however / although / even though / in spite of / despite: In spite of all the bad things they say, I'll try parkour.	Negative words: scary, terrible, disaster, terrified, worthless, dreadful, lazy, repulsive
	C		Listening to the trainers advice.	Modal verbs of deduction (present): must, may, might, can, could: You might feel dizzy at the beginning.	Positive words: positive, trust, helpful, stupendous, charming, beautiful, honest, joy
	D		Describing how I felt doing parkour.	Prefixes for opposite meaning: un-, in-, im- dis-:I thought it was impossible to reach the other side of the building.	Actions when doing parkour: dash vault, grab, jump, flip, handstand, train, run, climb
	Pronunciation		Homographs		
	Spelling		"y" to "i" or not: part 2		
	Video		Being fit		
	Project		My parkour blog		
	Evaluation Second Term				

9

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Dogs are heroes	Describing why dogs are humans' best friend.	Indirect questions: Dogs have been humans companions for years, why do you think this is?	vaccines, dog food, water, shelter, collar, treats, squeaky toys, leash
	B		Talking to a hero dog owner.	Reported statements review: He said that it took a year to train the dog.	Breeds: Old English Sheepdog, Akita, Border Collie, Dalmatian, Pug, Labrador, French Poodle, Rottweiler
	C		Asking questions to a soldier dog trainer.	Reported questions: They asked the trainer what the dog ate.	Materials used to train dogs: bite suit, muzzle, training pads, harness, training collar, obstacles, clicker, hand signals
	D		Telling my friends why dogs are amazing.	Reporting verbs: The trainer said that dogs are very loyal.	What dogs do: save, sniff, find, protect, guide, play, bark, bite
	Pronunciation		Reduction of "been"		
	Spelling		"y" to "i" or not: part 3		
	Video		My best friend		
	Project		Breeds		

10

Unit	Lesson	Context	Function	Language	Vocabulary
	A	It rained all day!	Talking about how rain ruined my day.	Third conditional: If I'd known, I would have planned something else.	Places teenagers visit: mall, paintball, cinema, arcade, bowling alley, trampoline park, rock climbing, indoor Go-Karts
	B		Telling my friends my wishes for the day.	I wish / If only expressions: I wish we could go out and play. If only it wasn't raining so hard.	Indoor activities: board games, playing cards, dominoes, chat with friends, watch movies, prepare snacks, read a book, puzzle
	C		Listening to moms' suggestions.	Should / shouldn't have (done): You should play board games. You shouldn't have planned that today!	Weather conditions: freezing point, boiling point, blizzard, temperature, warmth, ventilation, dust storm, frostbite
	D		Thinking of indoor activities to do.	Present Perfect Passive: The new video game center has been opened.	Snacks: chips, guacamole, peanuts, popcorn, pretzels, trail mix, berries, cookies
	Pronunciation		Weak form of "can"		
	Spelling		"t" or "tt", gerund and past form: part 1		
	Video		It's raining! I'm bored!		
	Project		Create a boardgame		

11

Unit	Lesson	Context	Function	Language	Vocabulary
11	A	Wax Museum	Talking about the statues at the museum.	Relative clauses: Michael Jackson was there, he is who sang "Thriller."	bacteriologist, painter, animator, inventors, industrialist, physicist, president
	B		Going around the museum.	Defining vs Non-defining relative clauses: The wax, the one brought last month, is about to run out. Wax, a sticky moldable substance, is the main element at the museum's art pieces.	Materials used to make a wax figure: wax, brush, flair, tools, model, mold, paint, cast
	C		Describing the characters at the museum.	Definite, indefinite and zero article: Characters seem so real.	Nationalities: Spanish, American, French, Brazilian, Peruvian, Japanese, Russian, Argentinian
	D		Expressing what I saw at the museum!	Adjectives ending in -ed and -ing: It was scary when I went into the mystical creature's zone.	Professions: football player, singer, athlete, musicians, queen, blogger, comedian
	Pronunciation		Weak form of "was" and "were"		
	Spelling		"t" or "tt" when adding -ing, -ed and some suffixes to verbs: part 2		
	Video		Museums		
	Project		My wax doll		

12

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Studying abroad	Telling about my experience in England.	Be used to / get used to: I'm used to American pronunciation. I need to get used to British accent.	Education: college, abroad, exchange, essay, roommate, scholarship, tuition, dormitory
	B		Talking about my experience learning English.	Phrasal verbs: I had to look up many words. I can't give up.	Subjects: chemistry, math, biology, physics, physical education PE, geography, history, literature
	C		Talking about the most spoken language in the world.	British English vs American English: My mate is on holiday / My friend is on vacation.	Hyphenated words: elevator-lift, subway-tube, truck-lorry, friend-mate, apartment-flat, cookie-biscuit, movie theater-cinema, yard-garden
	D		Talking about the history of English language.	Appositives: During the kingdom of William, the Norman conqueror, French was widely spoken in court.	Nouns: dwelling, legitimacy, proclamation, dialects, formal, predominant, historical records, relinquished
	Pronunciation		Weak form of "and"		
	Spelling		"r" or "rr" when adding -ing,-ed and some suffixes to verbs: part 1		
	Video		Languages		
	Project		Origin of language		

Evaluation Third Term

Syllabus Secondary B1

1

1

Unit	Lesson	Context	Function	Language	Vocabulary
1	A	The summer is over	Taking about new obligations.	Have to for obligations: I have to do homework. I have to take notes.	Adjectives to show emotions: awesome, amazing, horrible, disgusting, exhausted, anxious, confused, speechless, depressed, elegant
	B		Building social skills.	Verb to verb: We plan to come back. Try to be open about your feelings. Remember not to ask personal questions.	Adjectives to give advice on conduct: essential, important, dangerous, unwise, interested, harsh, embarrassing, kind, thoughtful, considerate
	C		Describing teachers.	Preposition + gerund: Teachers are good at explaining things. They get you interested in learning.	Past participle adjectives: bored, interested, attracted, informed, scared, worried, pleased, excited, qualified, prepared
	D		Introducing yourself by stating your feelings.	Adjective + infinitive: I am happy to see you. It's good to know new people. We are glad to receive you.	Feelings: nervous, amazed, troubled, overwhelmed, disappointed, satisfied, tempted, disoriented, confident, optimistic
	Pronunciation		Elision of /t/		
	Spelling		"r" or "rr" when adding -ing, -ed and some suffixes to verbs: part 2		
	Video		Peace and love		
	Project		I feel good...		

2

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Save the planet	Express motivations to protect the environment.	Noun subordinate clauses: What we saw at the river got us really worried.	Geology: plateau, cliff, mountain, volcano, cave, river, debris, iceberg, rock, crystal
	B		Giving advice to others on how to do small things to contribute to protect wildlife.	Adverb subordinate clauses: Unless you really need it, don't ask for a plastic bag!	Energy sources: wind, solar, geothermal, hydroelectric, coal, nuclear, tidal, wave
	C		Organizing people to act against global warming.	Adjective subordinate clauses: I love campaigns which promote environment friendly behavior.	Actions related to pollution: burning yard waste, using fertilizers, throw away plastic bags, ocean liter, driving, spraying insecticides, washing near lakes, ponds or rivers, radioactive pollution, noise pollution, heat pollution
	D		Expressing thoughts about what the future of the planet might be.	Subordinate clause review: Although there are protocols for it, the pharmaceutical industry shouldn't experiment with animals.	Types of waste: liquid, solid, hazardous, flammable, corrosive, chemical, litter, sewage, food
	Pronunciation		Minimal pairs /b/ and /p/		
	Spelling		"l" or "ll" when adding -ing, -ed and some suffixes		
	Video		Mother Earth		
	Project		Save the planet campaign		

3

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Recycling our resources	Explaining why you do things, describing consequences.	Linkers for cause and effect: I don't buy bottled water because I think PET is a waste. I think PET is a waste, so I don't ever buy bottled water.	Recycling materials: styrofoam, carton, synthetic fabric, plastic, home pesticides, glass, paper, steel, aluminum
	B		Living in a healthier world.	Linkers for addition and contrast: Although many organizations are campaigning against the use of straws, many people still use them.	Ecosystems: desert, forest, rainforest, tundra, savanna, mountains, polar ice, stillwater, river and stream, coral reefs
	C		Avoiding excess.	So and such to mean "very": We waste such amount of PET. The city is so polluted.	Environment: preserve, take care of, recycle, reduce, reuse, emissions, pollution, chemicals, production, plants
	D		Talking about the world before the Industrial Revolution.	Third conditional: If the factory hadn't dumped so much waste, this river would still have fish.	Production vocabulary: factory, production, management, stock, supplier, customer, sales, primary product, final product
	Pronunciation		Minimal pairs /s/ and /θ/		
	Spelling		Verbs + gerund; verbs + infinitive; verbs + clauses with "that"		
	Video		What can I recycle?		
	Project		Recycling awareness		

4

Unit	Lesson	Context	Function	Language	Vocabulary
	A	An interview to a superstar	Talking about what someone else said.	Reported speech past: He said that being a public figure was not easy.	Film production industry: director, assistant director, producer, audition, stage manager, public figure, role model, casting director, costume designer, makeup artist
	B		Expressing other people's comments or actions.	Reporting verbs review: She told me she didn't expect it (say, ask, answer, confirm, think, reply).	Movie set vocabulary: rehearsal, lines, set, camera man, script, action, megaphone
	C		Talking about conditions, problems, summaries.	Reporting verbs with if clauses: He asked me if I wanted to try.	Weather conditions and actions: rainy, safe, cold, dangerous, in advance, protect, preview, locate, assure, inform
	D		Talking about unexpected situations.	Make / Do: She says she does a lot of research on the topics. The producer admitted to have made a big mistake.	Adjectives: drop off, out of the blue, surprising, accident, unattended, unexpected
	Pronunciation		Homophones 1		
	Spelling		Consonant + "y" and vowel + "y" endings		
	Video		Superstar		
	Project		Story telling		

Evaluation First Term

5

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Effective communication	Describing how a message can be distorted after being passed on many times.	Would and used to: News would be passed on orally. They used to seal the letters with wax.	Communication devices: television, radio, newspaper and telegraph. Adjectives: encrypted, effective, coded language, body language
	B		Talking about misunderstandings.	Adverbs: My friend speaks really fast. Transcripts were done carefully.	Time expressions: today, tomorrow, the day before, the day before yesterday, last decade, a century ago, the following week, next friday
	C		Giving tips to improve communication.	Adverbial phrases: Talk to your family every day. Spend time together at the weekend. Think twice before you say it.	Family activities: have dinner, go for a walk, watch TV, travel, play a game, bake a cake, go to the beach, ride a bike
	D		Describing the needs of good communication.	Make / let / be allowed to: Let me tell you something. Every one should be allowed to express themselves.	Abstract nouns: love, anger, faith, communication, joy, integrity, beauty, fear, honesty
	Pronunciation		Homophones 2		
	Spelling		Dropping letters when adding a suffix		
	Video		Good communication		
	Project		Get the message through		

6

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Inti Raymi	Talking about the big celebration in Peru and Ecuador.	Mixed second and third conditional: If I had been in the festival, I would have danced with local people.	Nouns: ceremonies, feather hat, dances, traditional clothing, music, costume, food, ticket
	B		Describing the biggest festival in the world.	Comparatives and superlatives: The biggest festival in the world is the one in Rio de Janeiro.	Kinds of festivals: music festival, food festival, pet festival, air balloon festival, ice snow festival, lantern festival, car festival, film festivals
	C		Talking about the things you see at festivals.	Prefixes re- and pre-: You see unusual people. You have to get prepaid tickets for food.	Typical food: corn, rice, salmon, curry, tea, turkey, ostrich egg, maple syrup
	D		Expressing the festivals I would like to visit.	Connecting words for emphasis: Indeed, clearly, especially. You clearly want to go to the Chinese New Year celebration.	Objects in a festival: masks, fireworks, flowers, trumpets, balloons, chariots, banners, lights
	Pronunciation		Pronunciation of “the”		
	Spelling		Word endings -able/-ible, -ant/-ance, -ent/-ence		
	Video		Festivals		
	Project		A magazine article on Inti Raymi		

7

Unit	Lesson	Context	Function	Language	Vocabulary
	A	My brain	Talking about the incredible way our brain works.	Could / Was able, to express ability: I could walk when I was a year old. I was able to walk when I turned one year old.	Brain parts: cerebellum, brain stem, temporal lobe, frontal lobe, parietal lobe, occipital lobe, hypothalamus, hippocampus
	B		Describing brain specific functions.	Subordinators of possibility (whether, unless): The brain will function correctly unless its damaged.	Sensory nouns: balance, vision, sensation, hearing, hunger, motor skill, reasoning, breathing
	C		Interviewing a neuroscientist.	Imbedded questions: Would you tell me what I need to become a neuroscientist? Do you think it is possible to take this subject on line?	Autonomic Nervous system: heartbeat, blinking, swallowing mechanism, body temperature, digestion, circulatory system, nervous system, skin regeneration
	D		Talking about brain functions.	Modals for deduction in past (must have, may have, might have, could have): Brain functions must have developed a lot faster over the last few years.	Brain chemistry: neurons, neurotransmitters, dopamine, serotonine, endorphins, neuroplasticity, regeneration, dendrites
	Pronunciation		Linking with /y/ and /w/ vowel sounds		
	Spelling		Silent letters		
	Video		Our brain		
	Project		Games for the brain		

8

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Interview to a paramedic	Describing the abilities and experiences.	Present perfect with ever and never/ Past Simple: I have helped people in difficult situations. I prepared myself for this job.	Equipment in an ambulance: cervical collar, stretcher, bandages, thermometer, gloves, stethoscope, oxygen, adhesive tape
	B		Talking about the experience of a volunteer.	Present perfect continuous with for and since: I have been preparing myself to become a paramedic since I was 17 years old. I have been a volunteer for 3 years.	Action verbs: fix, rescue, give, put, transport, pick up, carry, help
	C		Describing a fire station.	Existential there: There are hangers to place the jackets near the exit. There is a wide entrance at the emergency room.	Objects and places in a fire station: helmet, hose, fire hydrant, fire station, fire alarm, fire extinguisher, axe, rope
	D		Describing a firefighting crew.	One and ones: My neighbor, the tall one, is a fireman. Our leaders wear those jackets, the blue ones.	Adjectives to describe physical appearance and personality: tall, short, thin, strong, courageous, agile, wise, chubby
	Pronunciation		Linking consonant to vowel		
	Spelling		British and American spelling/ words ending in "re"		
	Video		An important job		
	Project		At the hospital		
Evaluation Second Term					

9

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Cheer up!	Preparing for intercollegiate sports.	Dummy it: It seems that this team will win.	Situations: complicated, easy, challenging, usual, traditional, normal, flexible, strict
	B		Training for the Summer circuit.	Modal verbs review: We should reserve the court in advance for our training. It might rain tomorrow.	Disciplines: archery, baseball, American football, basketball, bowling, swimming, running, gymnastics, soccer, wrestling
	C		Describing team pals.	Reciprocal pronouns each other and one another: True friends support each other.	Athletic characteristics: strong, adaptable, quick, positive leader, defense, resourceful, patient, self-controlled
	D		Talking about important aspects or the training session.	Linking verbs: be, seem, look, feel, get, hope, help. Those shoes seem inadequate for that kind of court.	Training terms and objects: coach, game strategy, warm up, session, extra time, foul, repetitions, touchdown
	Pronunciation		Linking vowel to consonant		
	Spelling		British and American spelling/ words ending in "our"		
	Video		I'm feeling down!		
	Project		Cheerleaders		

10

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Worm holes	Talking about space and new spatial technology.	Phrasal verbs review (bring up, blow up, hand in, hold up, find out): Next Friday is our due date to hand in the space report. Scientists found out water traces on the surface of the planet.	Spatial technology: module, telescope, GPS, machine, light years, supplies, transmissions, locators
	B		Comparing countries.	Use of both, either, and neither: Both, the USA and Russia invested a lot of money on their research program.	Science achievements: discovery, technology, modern, investigation, spatial trips, engineers, volunteers, consulting services
	C		Imagining a space trip.	Second conditional review: If there were trips to the space, I would visit Andromeda, our neighbor galaxy.	Space elements: planet, orbit, satellite, galaxy, star, astronaut, station, tour
	D		Describing actions of governments.	You and they for general: They have restricted access to some areas. They still continue to search for life traces in other planets.	Actions and adjectives for space science: research, investigation, confidential, protocol, spacecraft, alien, astronomical, lunar
	Pronunciation		Stressing content words		
	Spelling		British and American spelling/ words ending in "ize" or "ise"		
	Video		The universe		
	Project		Time travel		

11

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Hosting exchange students	Addressing people you don't know.	Indirect questions for a politer manner: Would you please tell me what time it is? Would you know what time the train leaves?	School and town places: coffee shop, gym, dormitory, ATM, principal's office, nurse's office, library, cafeteria
	B		Getting to know other customs.	Verbs + that clauses: I think that people is more disciplined in this country. I feel that it was very good to come.	Verbs for thinking processes: think, believe, decide, know. Verbs for feelings: be sorry, be happy. Verbs for saying: argue, agree
	C		Talking about facts.	Participle clauses: Having completed his training, my brother was ready for the tournament. After having been enrolled, my brother was in for the tournament.	Sport related nouns: routine, permission, rehearsal, consequence, schedule, tournament, injuries and goal.
	D		Remembering our trip.	Didn't need to / needn't have: We didn't need to use the towels because we didn't swim. We needn't bring towels because the hotel provides them.	Objects and places: training shoes, equipment, court, field, towels, lockers, shower rooms, cafeteria
	Pronunciation		Overlapping consonant sounds: nasal /d/, /n/		
	Spelling		British and American spelling/ words ending in "yse"		
	Video		Different cultures		
	Project		Representing a country		

12

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Great empires in history	Describing the behavior and beliefs in the ancient world.	Passive reporting structures: It is said that Aztecs are well known for being strong warriors. The Aztec empire is considered one of the most powerful empires in history.	Ancient cultures: Mayans, Aztecs, Egyptians, Romans, Incas, Persians, Greek, Chinese
	B		Getting to understand others.	Clauses of purpose (to / in order to / so as to): Human sacrifice was offered in order to soothe the gods. Prisoners were kept alive so as to offer them in sacrifice.	Ancient culture terminology: beliefs, death, power, rituals, war, prisoners, tribute, ceremonies
	C		Talking about ancient cultures and their impact in today's world.	Result clauses with so / such (that): Egyptians used to embalm dead bodies in such a way that humanity is still amazed today. Bodies were treated so they would not decay.	Preserving places and actions: museum, protection, research, discovery, techniques, concept, habit, conservative
	D		Comparing ethic codes between cultures.	Possessives for reciprocal pronouns: Roman soldiers would watch over each other's back in battle. Roman citizens would acknowledge one another's rights.	Nouns: warriors, honored, mountain, shields, archer, ocean, cottage, wealth
	Pronunciation		Overlapping consonant sounds: Lateral aspiration /d/, /l/		
	Spelling		British and American spelling/ words ending in "v" + "l"		
	Video		Great Empires		
	Project		Videogames of Empires		
Evaluation Third Term					

Syllabus Secondary B2-

1

Unit	Lesson	Context	Function	Language	Vocabulary
1	A	Moving on to the next school level	Getting help at the information desk.	Passive voice review (Present, Past and Present Perfect): I was told to wait here. You have been misled. Orientation is given in room C.	Phrases for regulations at school: refrain from... remain within... avoid using... strive to... keep from...
	B		Describing the future of education.	Future predictions with the passive: School schedules will be arranged by the students. Homework will be banned at all stages. Exams will be marked by the student.	Technology: tracking, enhancement, phishing, query, queue, zapping
	C		Expressing new rules and regulations for the upcoming school year.	Causatives make / let / have for the future: This year teachers will let us use our smartphones in class. They will have us take exams online.	Popular idioms: a penny for your thoughts, the ball is in your court, beat around the bush, be glad to see the back of, blessing in disguise
	D		Making predictions about what next school year will be like.	Non- causatives with a causative use (be allowed, get, force): We will be allowed to wear our hair long. Teachers will get us to turn in our homework a day before it's due.	Phrasal verbs with Turn: turn away, turn around, turn in, turn down, turn into, turn out, turn over, turn up
	Pronunciation		Twinning of consonants		
	Spelling		Double consonants		
	Video		Another year!		
	Project		A time capsule		

2

Unit	Lesson	Context	Function	Language	Vocabulary
	A	A visit to Machu Picchu	Expressing travel plans.	Contrast (prepositional and phrasal verbs): Get my money back. Get back to you.	flying setbacks, delayed flight, get rebooked, stalled flight, alternate route, stranded passenger
	B		Making deductions about how the final price of a trip is calculated.	Modals of deduction: The flight must be included. The price is quite high. We could get a discount. We are paying in advance.	Hotel arrangements: check-in, oversell of rooms, no-shows, upgrade room, walk a guest, bed-and-breakfast service
	C		Making deductions about the past.	Modals of deduction (past): This area might have been a sanctuary. They must have brought rocks from elsewhere.	Ecotourism: hike, boat tour, rail train, whale/bird watching, snorkeling, rock climbing, zipline, rafting
	D		Describing a place based on what was read or heard about it.	Passive report structures: It is said that Machu Picchu is the best place for a retreat. It's believed that aliens built the temple.	Travel equipment: sunblock, waterproof jacket, snacks, hat, tent, stove, rucksack
	Pronunciation		Must've / Colud've: reduction of "have"		
	Spelling		British and American spelling/ double vowels		
	Video		The lost city		
	Project		Machu Picchu		

3

Unit	Lesson	Context	Function	Language	Vocabulary
	A	The kids got grounded	Expressing actions that someone did but for which there was no need, will or obligation.	Past semi-modals in negative: He didn't have to. We didn't want to. They didn't need to.	Common euphemisms teens use: big-bones, between jobs, visually challenged, borrow for a while, shade the truth
	B		Telling stories. Giving an explanation.	Narrative tenses (Simple Past, Present Perfect and Past Perfect): By the time I got home, my mom had received a misconduct report.	Words to describe large amounts and quantities: substantial, considerable, extensive, enormous, huge
	C		Giving specific information about an event.	Clauses (So... that / Such... that): My mom was so angry that she took away my cellphone. It was such a bad night that even my internet service was down.	Extreme adjectives: dreadful, outrageous, huge, tiny, starving, filthy, brilliant
	D		Expressing regrets.	Past modals: I should have cleaned my room. I could have arrived a bit earlier.	Negative and positive personality adjectives: kind, lazy, careless, deceitful, fussy, mean
	Pronunciation		Assimilation: /t/ and /y/		
	Spelling		British and American spelling/ nouns ending in "ence"		
	Video		Grounded		
	Project		Regrets		

4

Unit	Lesson	Context	Function	Language	Vocabulary
	A	How weird!	Making decisions based on the information one has.	Participle clauses (present and past): Hoping to find James, I ran to his house after class. After evaluating his options, John decided to accept.	Compound adjectives: catlike, selfless, overestimated, left-handed, cold-blooded, well-behaved, open-minded
	B		Describing the moment in which things happened.	Perfect Participle clauses: Having closed the door, he remembered his key was sitting in the counter next to his phone. Having left his phone at home, John didn't have a way to contact anyone for help.	Compound nouns things outside the house: lamppost, mailbox, doorbell, drainpipe, doorknob, driveway
	C		Describing how you feel about something.	Which clause: We arrived right before the train passed, which was good for we didn't have to wait long. My mom was quiet, which made me feel uncomfortable.	Phrasal verbs with up: make up, bring up, pick up, call up, get up, wake up, break up, cheer up
	D		Making assumptions when trying to explain something to yourself or someone else.	Deduction and possibility: He couldn't find his wallet; he could have left it at home. When we arrived the light was on; someone might have gotten home.	Collocations with take: take a look, take a chance, take someone's place, take care, take a walk, take over
	Pronunciation		Deletion of /t/ between consonants		
	Spelling		British and American spelling/ nouns ending in "ogue"		
	Video		Making decisions		
	Project		Think positive		
	Evaluation First Term				

5

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Emotionally Intelligent	Describing people's personality.	So and such as adverbs: My sister was so angry. She has such a bad temper.	The limbic system: the limbic system, amygdala, hippocampus, cerebellum, frontal lobe, hypothalamus, thalamus
	B		Talking about stress as a problem for people today.	A, an, and the: My brother works for a big company. The company gives strategies to manage stress.	Emotions: angry, scared, nervous, grumpy, obnoxious, embarrassed, frustrated
	C		Telling how people react to uncomfortable situations.	Position and form of adverbs to describe verbs: John gets angry easily.	Consequences of stress: increased heart rate, high blood pressure, sweating, muscle twitching, fatigue, back pain, upset stomach
	D		Expressing what makes people lose their temper.	Cleft Sentences: The thing that stresses my sister most is exams week.	Coping with stress: magic thinking, social support, acceptance, self-discipline, resilience, work harder
	Pronunciation		Deletion of /t/ between vowels		
	Spelling		Compound words		
	Video		Dealing with stress		
	Project		Positive quotes on bookmarkers		

6

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Planning a summer trip to an amusement park	Making plans based on what you know about family rules.	Future in the past: He knew his mother was going to give her permission. He was sure she would approve of it.	Amusement park rides: bumper cars, teacup ride, roller coaster, Ferris wheel, merry-go-round, free fall ride
	B		Anticipating what the trip will be like.	Future Continuous: By this time next month we will be riding a rollercoaster!	Amusement park facilities: snack bar, main entrance, ticket booth, souvenirs, cotton candy booth
	C		Assuming what should have happened before the trip.	Future Perfect: Most students will have confirmed their reservation by then.	Collocations with have: have an accident, have a look, have a try, have an argument, have a feeling
	D		Evaluating potential outcomes and modifying plans if needed.	Future Perfect questions: Will they have confirmed by the time we need to pay the trip?	Phrasal verbs with down: sit down, calm down, lie down, knock down, cut down, let down, look down
	Pronunciation		Assimilation: /t/ and /k/		
	Spelling		Use of will, have to and modal verbs in future: affirmative, interrogative and negative		
	Video		Amusement parks		
	Project		Create a ride!		

7

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Organizing an entrepreneurship fair	Expressing possible consequences of poor money management.	Mixed first conditional: If you spend all your money the first days of the week, you will not have enough for the weekend. If you spend all your allowance, you won't have money to buy lunch the rest of the month.	Idiomatic expressions with money: a cash cow, money to burn, to make a killing, to foot the bill, to cut corners, tighten one's belt
	B		Describing the benefits of having a good financial planning.	First conditional with going to: If you save 5 dollars a week, you are going to have money for your Christmas presents. If we use our money wisely, we are going to have enough for the school fair.	Finance: asset, amortization, capital, cash basis accounting, debt, deficit, dividend, fund
	C		Expressing plans and effects of those plans.	First conditional with going to or present continuous in the if clause: If you are going to sell ice-cream, please let me know. If you are looking for partners, give me a call.	Collocations with save: save energy, save money, save time, save space, save your strength, save electricity
	D		Expressing what you could achieve.	Was/were able to and managed to express achievements: We were able to put the money together. We managed to earn all the money to invest.	Idioms with money: a penny saved is a penny earned, money doesn't grow on trees, to cost an arm and a leg, to kill the goose that lays the golden eggs, see the color of someone's money, money down the drain
	Pronunciation		Elision of /h/		
	Spelling		Compound words/hyphens		
	Video		Being smart!		
	Project		Organizing my money		

8

Unit	Lesson	Context	Function	Language	Vocabulary
	A	A trip to London	Asking for information politely.	Indirect questions (open): Can you tell me where I can get train tickets? Do you know at what time the museum opens?	Collocations with get: get lost, get permission, get ready, get started, get the impression, get nowhere
	B		Asking questions to confirm information that you already have.	Indirect questions using if or whether: Do you know if I can leave my bike here? Can you tell me whether tickets are available?	Travel and transport: accommodation, baggage, currency, hitchhike, lorry, railway, underground
	C		Saying what other people said to you or to someone else.	Reported speech (without that), Simple Present, Present Continuous and will: He said he would help us. The lady told me I was in the right line. The guard said he was taking a break.	Phrasal verbs with come: come along, come over, come out, come by, come across, come off
	D		Summarizing what people said to you.	Reporting verbs with Wh and if clauses: I didn't know where to go. She told us what we needed to bring. They asked if we were visitors.	Weather forecast: breeze, freezing, heat, lighting, snowfall, thunder
	Pronunciation		Contraction of "have" and pronunciation of "have to"		
	Spelling		Adding "k"		
	Video		I love London		
	Project		Word clouds of London		

Evaluation Second Term

9

Unit	Lesson	Context	Function	Language	Vocabulary
	A	When things go wrong at school	Expressing wishes about what should be different at your school.	Wish / if only present and future: I wish exams weren't as difficult. If only I had more time to prepare. My sister wishes she were to live a happy life.	Good/bad + preposition: good at, good for, good in, good with, bad at, bad for, bad in, bad with
	B		Saying what you would like other people to do for you.	Wish + somebody would... / Wish + somebody did: The team wishes somebody would give us a hand. My friends wish the coach would cancel today's training. I wish you didn't come so late.	Collocations with pay: pay attention, pay interest, pay someone a compliment, pay someone a visit, pay the bill, pay your respects
	C		Expressing what you regret doing in the past.	Wish / if only + Past Perfect: If only I had checked my exam twice. I wish I had studied more.	Idioms at school: bookworm, copycat, brainstorm, skip class, dropout, hit the books, teacher's pet
	D		Expressing what you prefer.	Would rather: I'd rather stay at home and study than go out and play. I'd rather you didn't text me in the next two hours.	Collocations with make: make someone happy, make someone mad, make an argument, make a complaint, make trouble, make a choice, make a plan, make a decision
	Pronunciation		Assimilation: /d/ and /b/		
	Spelling		Use of "ck"		
	Video		Things going wrong		
	Project		Learn to be prepared		

10

Unit	Lesson	Context	Function	Language	Vocabulary
	A	The schools private social network for senior students	Describing the things that need to be done to set up a social network.	Get and have something done: We need to get our platform set up. I will have a design made.	Technology language chunks: back up a file, skimmed through, streamed live, scroll down, print out, type
	B		Saying what someone else can do to help you get a social network set up.	Get and have somebody to do things: We can get an expert to advise us or we can have my elder brother to do design our webpage.	Technology and safety: technology safety, oversharing information, digital footprint, lone, credentials, phishing, pharming
	C		Providing supporting information about the benefits of having a private social network.	Passive Present Continuous and Present Perfect: Social network is being used by millions of teens every day. A lot of sign-ups have been received.	try hard, use your talents, do something for me, help, I have a positive effect, don't hurt, don't have a negative effect, do the correct thing to do, do what is expected from you, do what you are paid for, carry out your assignments
	D		Using different forms to express what you prefer to do or like doing.	Verb plus infinitive or gerund with no change in meaning: We can start posting anytime. You will start to receive notifications.	borrow from, lend to
	Pronunciation		Assimilation: /d/ to /g/ and /d/, /j/ sounds		
	Spelling		British use of "u" and "ise"		
	Video		Social networks		
	Project		My school's social network		

11

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Teamwork	Sharing responsibilities among the members of a team.	Be supposed to: I am supposed to lead the team. They were supposed to bring their mobile devices. The report is supposed to be ready by Monday.	uses of say, tell and ask
	B		Expressing the things that the members of the team are expected to do.	What as a pronoun: What we need from you is that you come on time every time we meet. What the project requires is that we all are held accountable.	Expressions with mind: make up one's mind, change one's mind, have a lot on one's mind, slip someone's mind, someone's mind goes blank, not to mind, take one's mind off, take a load off someone's mind, speak one's mind, mind someone's own business
	C		Saying who did the activities that were planned for the team.	Cleft sentences with it: It was I who came in first. It was Sarah who set the time. It is for tomorrow that the project is due.	Idiomatic expressions with talk: talk sense, talk things over, talk turkey, talk down to someone, talk big, talk in circles, talk someone out of, talk someone into, talk one's way out of
	D		Confirming the information that you have.	Tag questions: You came in first, didn't you? The exam was today, wasn't it? We have finished, haven't we?	Expressions: turn, tell, along, down, back, get, lean, call, with, up
	Pronunciation		Assimilation of /s/		
	Spelling		Use of "if"		
	Video		Teamwork		
	Project		Our coat of arms		

12

Unit	Lesson	Context	Function	Language	Vocabulary
	A	Assuming more responsibilities	Making your intention clear by accentuating key words.	Negative inversions for emphasis: Not only will we get more homework, we will also have more research projects.	Adjective + preposition: accustomed to, addicted to, capable of, committed to, disappointed with, discouraged by, famous for, fond of, guilty of, interested in, keen on
	B		Softening or highlighting what you say.	Hedging and boosting: She is always bugging me with questions about my future. She tends to inquire about my future.	Time conjunctions: as, at once, at first, next, as soon as, until, since
	C		Expressing desires about a change in conduct that you expect from yourself or from others.	"It's time" to tell when something is not happening and should be happening: It's time you planned your schedule better. It's time we had our own tennis court.	lend and borrow
	D		Stressing whether someone did or didn't do what is being stated.	Emphasis with do / did: Nobody believed that we would be able to finish on time, but we did submit the script before it was due.	Collocations with go: go see, go on, go in, go ahead, go back, go online, go on through, go home, go green, go mad, go bankrupt
	Pronunciation		Linking sounds		
	Spelling		Use of modal verbs / contractions		
	Video		Did he do it?		
	Project		Help wanted!		
	Evaluation Third Term				