

| Course | GSE | CEFR | PTE YL | English Benchmark | Cambridge exams |
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| Level 4 | 38-46 | A2+/B1 | Breakthrough | Level 4 | Flyers |

| Unit | Unit title | Language objectives | | Skill strategies | | | |
|------|----------------------------------|---|---|---|---|---|--|
| | | vocabulary | structures | Listening | Reading | Speaking | Writing |
| 1 | How can we eat well? | <p>Key vocabulary 1: butter, calcium, carbohydrates, dairy, fat, fiber, iron, minerals, oil, protein, vegetables, vitamins</p> <p>Key vocabulary 2: beef, boiled, bread roll, broccoli, fried, grilled, jelly, miso soup, noodles, omelet, pancakes, salmon</p> <p>CLIL Video vocabulary (BrE): balance, body, crunchy, fuel, joy, junk food, impact, relationship</p> <p>Reading 1 vocabulary: cereal, diet, lunchtime, sugar cube, tooth decay, drizzle, slice of bread, spread</p> <p>Reading 2 vocabulary: ancient Rome, concentration, memory, prepare, sleepy, healthy, nutritious, tasty</p> <p>Passive vocabulary: boost, energy, concentrate</p> <p>Revised vocabulary: breakfast, disease, food, hungry,</p> <p>Academic: diabetes, investigate</p> <p>Expressions: Be careful. I'm full. I think so. Wake up!</p> | <p>Grammar 1: Expressing opinions: <i>smell, taste, look good</i></p> <p>Grammar 2: Future with <i>will</i> for decisions, Present Progressive for decisions, <i>What kind of ... ? Is it good/bad for you? (Yes, it is. No, it isn't.)</i></p> | Make predictions before you listen. Listen for specific words and information. | Use context and pictures to guess the topic. Check your understanding while reading. | Use hand gestures to make yourself understood. | We can use should and shouldn't to give advice. |
| 2 | Why are some buildings famous? | <p>Key vocabulary 1: architect, attract, bridge, concrete, construction, massive, meters, modern, monument, statue, structure, tower,</p> <p>Key vocabulary 2: arches, belfry, brochures, camp, carved, landmark, medieval, monasteries, mural, package, staircase, typical</p> <p>CLIL Video vocabulary (BrE): career, communicator, elaborate, generate, loading bay, model, pavilion, planners, rookie, redevelopment, slab, study</p> <p>Reading 1 vocabulary: architecture, compare, design, elevator, hand-made, production</p> <p>Reading 2 vocabulary: art gallery, art history, excursion, explore, photography, bubbles, land, project</p> <p>Passive vocabulary: deep, measurement, tourist attraction, traditional, waterfall,</p> <p>Revised vocabulary: long, tall, wide, [numbers]</p> <p>Academic: biomes</p> <p>Expressions: Anything else? Love (from ...) Let me show you. I don't know.</p> | <p>Grammar 1: <i>How tall ... ? It's ... tall. (How tall is the statue? It's 93 meters tall.)</i></p> <p>Grammar 2: <i>be going to</i> for future plans: positive, negative, and question forms</p> | Ignore words that seem less important. Listen for information to support inferences. | Scan a text in order to find specific information. Use clues in a text to make inferences. | Ask and answer to find information. | Use numbers, names and facts to give detailed information. |
| 3 | How can we protect wild animals? | <p>Key vocabulary 1: bluefin tuna, endangered, extinct, gorilla, habitat, leatherback turtle, national park, poacher, prevent, rainforest, snow leopard, species</p> <p>Key vocabulary 2: bamboo, coat, coral, glide, hectare, polar bear, predator, roam, shell, survive, tusks, whisper</p> <p>CLIL Video vocabulary (BrE): armoured, bad-tempered, charge, deadly, disturb, male, iconic, in a heartbeat, plunder, respectful, threat, vulnerable</p> <p>Reading 1 vocabulary: adult, hunted, pollution, plastic, protected, amazing, documentary, wildlife</p> <p>Reading 2 vocabulary: decide, depth, gracefully, protective, quiet, stripes, alone, Artic, dangerous, melt</p> <p>Passive vocabulary: donation, responsible, sanctuary, volunteer</p> <p>Revised vocabulary: [animals], [numbers], grass, ice, jungle, snow, water</p> <p>Expressions: Take a seat. It's too late!</p> | <p>Grammar 1: <i>How many ... ? How much ... ?</i>, countable and uncountable nouns</p> <p>Grammar 2: <i>could</i> for ability</p> | Listen for reasons that explain why something is happening. Listen for examples used to support the speakers' points. | Think about the opinions in the text. Look for overall message the poem is trying to send. | Monitor your voice when talking about something exciting. | We can connect words and sentences with <i>so</i> . |
| 4 | What can we do with our trash? | <p>Key vocabulary 1: can, fleece, fumes, glass jar, landfill, metal, natural resources, packaging, plastic, process, soil, toxic</p> <p>Key vocabulary 2: bowl, cardboard, cup, decorations, jewelry, picture frames, recycling plants, throw out, tire, toilet paper rolls, upcycle, wood</p> <p>CLIL Video vocabulary (BrE): attach, cone, foam, inner, octopus, polystyrene, segment, suckers, taper, tentacle, umbrella</p> <p>Reading 1 vocabulary: bird feeder, climate change, demand, flower pot, general, materials, reduce, reuse, unnecessary, environment, waste</p> <p>Reading 2 vocabulary: denim, competition, stuff, creative, idea</p> <p>Passive vocabulary: factories, toxic fumes, template, thousands</p> <p>Revised vocabulary: cut, glue, paper, recycle, sculpture</p> <p>Academic: collect, create, process</p> <p>Expressions: Hurry! You see. Try it. Wait!</p> | <p>Grammar 1: <i>need/don't need to</i> (all forms), <i>could</i> for suggestions/possibility (<i>You could recycle your bottle.</i>)</p> <p>Grammar 2: <i>too much, too many, enough</i></p> | Make notes while listening to help you remember what you hear. Listen for the general context to help you find out meaning. | Relate the text to the things you do in your life. Predict the kind of information you might find in a story. | Think about the language you want to use. | Use examples to support and help connect your ideas. |
| 5 | How can we choose our jobs? | <p>Key vocabulary 1: athlete, brush, compete, compose, discover, discuss, lab, musician, painter, scientist, studio, train</p> <p>Key vocabulary 2: barber, comfortable, crew, delicious, explorer, fast, hard, journey, late, sailor, surgeon, terrifying</p> <p>CLIL Video vocabulary (BrE): creativity, imagination, illustrator, greetings card, magazine, mosaic, pencil shavings, populate, sea glass, resourceful, translucent, unicorn</p> <p>Reading 1 vocabulary: artist, deaf, easel, realise, relay, self-portrait, terrible, university, world record, engineer, flying machine, tank</p> <p>Reading 2 vocabulary: comfortable, damp, incredible, normal, smelly, straw, town, adventure, worried</p> <p>Passive vocabulary: activist, orchestra, music studio, record (v), solo</p> <p>Revised vocabulary: [other jobs], hungry, thirsty</p> <p>Academic: information, polonium, radium, chemical elements</p> <p>Expressions: I told you so! Let me think about it. Thanks for your help.</p> | <p>Grammar 1: Comparative and superlative adverbs</p> <p>Grammar 2: Comparative and superlative adjectives and adverbs with <i>-er/-est, more/the most</i></p> | Listen for the reasons someone gives. Listen for the key information about people. | Compare the key details presented in different texts of the same kind. Describe characters in the story and their feelings. | Think about what you want to ask. | State an opinion and give reasons to support it. |

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| 6 | What happens in extreme conditions? | <p>Key vocabulary 1: adapt to, beat, dehydrated, extreme, heart rate, heatstroke, hypothermia, mild, numb, perspire, shiver, sweat</p> <p>Key vocabulary 2: ash, collapsed, crater, eruption, explosion, in danger, lava, medallion, safe, shook, tremor, volcano</p> <p>CLIL Video vocabulary (BrE): challenge, critical, frostbite, insulate, oxygen, heart rate, pump, superhero, superhuman</p> <p>Reading 1 vocabulary: air (v), expedition, muscles, polar, tribe, gold, lost city, sail</p> <p>Reading 2 vocabulary: escape, fountain, pale, rumble, safe, spill, tunic, break (n), notes,</p> <p>Passive vocabulary: conditions, desperate, regular, suffer</p> <p>Revised vocabulary: body, climate,</p> <p>Expressions: Alright. Come in! Don't forget. Follow me.</p> | <p>Grammar 1: <i>must/have to</i> for obligation</p> <p>Grammar 2: <i>mustn't</i> for prohibition <i>/don't have to</i> for lack of obligation</p> | Identify what you are listening to and listen for important points. Listen for a change in events by listening for new names, numbers and places. | Identify how texts are organised. Use what I already know to identify problems and solutions. | Make suggestions politely. | Before writing, find information on the internet or in books and think of the main points you want to include. |
| 7 | How and why do fashions change? | <p>Key vocabulary 1: artificial fibers, cardigan, collar, cotton, denim, leather, silk, suit, patterned tights, vest, wool</p> <p>Key vocabulary 2: belt, borrow, bracelet, delicate, design, dress up, earrings, jewelry, necklace, ribbon, watch</p> <p>CLIL Video vocabulary (BrE): advice, capital, creations, detail, glamorous, runway, sewing machine, stitch, tips, time management, vision</p> <p>Reading 1 vocabulary: casual, century, decade, exhibit, formal, rock and roll, teenagers, extravagant, fabric, fashionable</p> <p>Reading 2 vocabulary: attic, familiar, lucky, sparkling, trapdoor, wedding, cellar, weekend</p> <p>Passive vocabulary: aquarium, awesome, cool, disco</p> <p>Revised vocabulary: [clothes], change</p> <p>Expressions: Let me check. That's not right. Tell me.</p> | <p>Grammar 1: Past Simple: subordinate clauses with <i>when, after, before</i></p> <p>Grammar 2: Offers and suggestions (<i>Let's, should/could, Shall/Should I ... ?, Could I ... ?, Why don't we ... ?</i>)</p> | Listen for details. Listen for suggestions. | Use information gained from pictures and words to understand the text. Think about and recount a story. | Use key grammar words to ask questions. | Use appropriate informal greetings and closing phrases in an email. |
| 8 | How has entertainment developed? | <p>Key vocabulary 1: audience, ballet, ballroom dancing, hip-hop, hipler™, jive, performance, rhythm, rock, samba, tango, waltz</p> <p>Key vocabulary 2: action, animation, applause, comedy, director, drama, edited, horror, lines, make-up, play, reality TV</p> <p>CLIL Video vocabulary (BrE): character, import, layers, microphone, software, vlogger</p> <p>Reading 1 vocabulary: classical, movements, recognize, steps, traditional, gymnastics, hoop dancing, twirl</p> <p>Reading 2 vocabulary: enthusiastically, nodded, project, sheet, talented, combine, director, dream</p> <p>Passive vocabulary: concert, devise, dramatic, monster, steal</p> <p>Revised vocabulary: dancer</p> <p>Expressions: Go on. I don't think so. What do you think?</p> | <p>Grammar 1: <i>How about ... ?, What about ... ?</i></p> <p>Grammar 2: Present Progressive with future reference vs <i>will</i> (<i>The Big London Orchestra is playing tonight.</i>)</p> | Listen for the details given to answer specific questions. Listen for the reasons people give about why they like or don't like something. | Choose the most important information to summarise what you are reading. Identify reasons why certain details are given in a story. | Give reasons to explain your opinions. | Use descriptions and your opinion to give a review. |
| 9 | Why are adventure stories popular? | <p>Key vocabulary 1: battle, challenge, endurance, exhaustion, loneliness, navigate, nonstop, sink, solo, treacherous, waves, yachtsman</p> <p>Key vocabulary 2: bury, eye patch, hide, history, island, metal detector, mustache, mystery, rope, scar, sword, treasure</p> <p>CLIL Video vocabulary (BrE): Atlantic ocean, beard, castle, disease, flag, fleet, island, pirate, rope</p> <p>Reading 1 vocabulary: circumnavigate, communicate, epic, globe, satellite phone, single-handed, famous, voyage</p> <p>Reading 2 vocabulary: anchored, bobbing, Caribbean, hidden, searching, crashing, rocking</p> <p>Passive vocabulary: cove, shore, surfers, veranda</p> <p>Revised vocabulary: summer, dream (v)</p> <p>Expressions: It's nothing. Stop that right now! I know.</p> | <p>Grammar 1: Past Progressive affirmative and negative</p> <p>Grammar 2: Past Progressive questions and short answers</p> | Listen for opinions. Listen for key information. | Use text headings to locate the information efficiently. Describe characters in a story. | Try to find something in common with your friend. | Establish a context to your story and introduce characters. |
| 10 | Why do we raise money for charity? | <p>Key vocabulary 1: charity, donate, email, raise money, regularly, sponsor, support, text message, volunteer, website</p> <p>Key vocabulary 2: care for, collect, constant, frequently, generous, helpful, improve, jerry can, organization, well</p> <p>CLIL Video vocabulary (BrE):</p> <p>Reading 1 vocabulary: collection, load up, organize, remote, take part, Asian elephant, marine</p> <p>Reading 2 vocabulary: faucet, hissing, settlement, slither, sponsored, garbage dump, poor, sweep</p> <p>Passive vocabulary: bake sale, homeless, event</p> <p>Revised vocabulary: money</p> <p>Expressions: That's great. It's nothing. Of course!</p> | <p>Grammar 1: <i>Know/Understand how to ...</i></p> <p>Grammar 2: Past Progressive vs Past Simple</p> | Listen for information. Listen to who is speaking. | Determine the meaning of specific words and phrases in a text. | Think when it is your turn to speak. | Write an informative text to convey the information clearly. |
| 11 | How are we similar but different? | <p>Key vocabulary 1: creative, feel, funny, have something in common, honest, mean, open, rude, stubborn, talkative, think, thoughtful</p> <p>Key vocabulary 2: active, behave, character, determine, disagree, forgetful, positive, practical, respond, similar, unique</p> <p>CLIL Video vocabulary (BrE): friends, cheer up, laugh, loyalty, memories, stress, support, trust</p> <p>Reading 1 vocabulary: ground, slate, tell lies/keep secrets, smart, woods, orphanage, thin, ugly</p> <p>Reading 2 vocabulary: cells, DNA molecule, gene, nature, nurture, personality, grow up</p> <p>Passive vocabulary: best friend, company, physical appearance, presentation</p> <p>Revised vocabulary: different, kind, quiet, shy</p> <p>Expressions: Good for you. Hang on! Let's do it!</p> | <p>Grammar 1: Indefinite pronouns: <i>every/some/no/any + -one/-thing</i></p> <p>Grammar 2: <i>I look like .../I'm like... (She looks like her mother, he was shy like his brother.)</i></p> | Listen for opinions. Listen for similarities. | Look for adjectives to understand the characters better. Describe scientific ideas in a text to understand. | Express strong opinions. | When you write a descriptive text, use a variety of adjectives to add depth to your description. |
| 12 | How did people live in the past? | <p>Key vocabulary 1: baker, butcher, commute, cotton mill, horse and cart, locomotive, railway, suburb, subway, village</p> <p>Key vocabulary 2: chimney sweep, coal mine, flower girl, housemaid, pickpocket, ratcatcher, run errands, soot, street sweeper, workhouse,</p> <p>CLIL Video vocabulary (BrE): discipline, educate, heed, housekeeper, keep apart, linen, mechanical, scholars, scrub, sew, steam engine</p> <p>Reading 1 vocabulary: country, graze, historic, marvel at, revolution, steam engine, thrilling, electric light, underground</p> <p>Reading 2 vocabulary: disease, dung, gratefully, matches, penny, prison, soot, thief, wallet, earn, thread</p> <p>Passive vocabulary: candle, factory, light bulb, locomotive train, smoke, suburb</p> <p>Revised vocabulary: village, farm</p> <p>Expressions: Everything is ready. It's a long story. That looks great.</p> | <p>Grammar 1: <i>used to:</i> affirmative, negative, questions and short answers</p> <p>Grammar 2: <i>who/that/which/where (This is the factory that I worked in./ This is the movie which he saw./The people who cycle ...)</i></p> | Listen for differences. | Compare different experiences to describe the impact of a historical event. Describe the motivation of characters in a story. | Ask questions to find out more. | Write descriptions of thoughts and feelings to show the response of characters to a situation. |