

LANGUAGEGENUT

CONTENT OVERVIEW

Languagenut is a comprehensive language tool to support students learning a 2nd language. This document explains the structure, expected learning outcomes and the detail of the content covered throughout the product. To begin with there are 4 levels/dice as described below.

Level 1: Units 1-6

Level 1 of Languagenut's online learning platform allows learners to explore the basics of their new target language. There are six units covering a variety of topics, such as greetings, food and drink, hobbies, and family. Whilst users are introduced to a range of new vocabulary, they are also encouraged to formulate simple phrases and sentences to further develop their knowledge and use of the language. Grammar points are included throughout and in this first level, learners will become familiar with concepts such as masculine and feminine nouns (in the languages where this occurs), negatives, and various verb conjugations.

Level 2: Units 7-12

As users of Languagenut progress to Level 2 they will continue to find out more about how their chosen language works and will discover more useful vocabulary from areas such as jobs and professions, going on holiday, and healthy lifestyles. Again, sentence building will form an integral part of users' learning as they encounter new phrases and start to link them together. Other grammar points include the introduction of reflexive verbs and demonstrative pronouns, as well as comparatives and superlatives. By the end of this level, learners will be able to tell the time, talk about their morning routine and discuss weather and holidays.

Level 3: Units 13-18

Languagenut's third level extends learners' target language capacity by introducing question words and phrases and possessive pronouns, amongst other grammar points. Again, an interesting array of topics such as food and cooking, music and sounds, around the house, and travel all present key vocabulary. In addition, learners can familiarise themselves with the construction of longer phrases and sentences through the use of connectives and by the end of the unit will be in a position to comfortably discuss the topics offered here alongside those from previous levels.

Level 4: Units 19-24

The fourth and final level of the Languagenut system provides a wider range of adjectives, prepositions, and a glimpse into using the past tense. A more advanced range of topics is also offered, including technology, the environment, and healthcare. By the end of this level, learners will be able to draw upon a wide range of target language vocabulary and understand a number of key grammar features. By combining these into more complex sentences and developing the ability to talk about topic areas in more detail, they will be able to interact confidently in their chosen language.

Each level has 6 units and each unit has 60 word/phrases and sentence building to bring the content into context.

Unit 1 - About me

Grammar points in this unit include introduction to the subject pronoun I and the first person forms of the following verbs in the present tense:

to be, to be called, to speak, to have

The second person subject pronoun you is also briefly touched upon. In languages where this occurs, a distinction between the formal and informal version of this pronoun can be explored, e.g. French tu vs vous.

Basic adjectives also appear in this unit. Where appropriate, learners will identify masculine and feminine nouns and the necessary changes to adjective endings.

SENTENCES

What is your name? - My name is Peter - How are you? - I am fine. - How old are you? - I am seven years old. - I am a girl. - I am English. - I speak Spanish. - I have a brother.

Unit 1 - About me					
1.1 Me	1.2 Greetings	1.3 Numbers 1-10	1.4 How old are you?	1.5 Family members	1.6 Languages
Hello	Hello	one	birthday	mother	I am
My name is	Good afternoon	two	age	father	I speak
What's your name?	How are you?	three	year	sister	English
I am a boy	I am fine	four	day	brother	French
I am a girl	I am ok	five	month	grandmother	German
I am tall	I am very well	six	child	grandfather	Spanish
I am short	handshake	seven	young	family	Italian
I am happy	wave	eight	How old are you?	pet	Dutch
I am seven years old	Goodbye	nine	I am seven years old	to have	Swedish
Goodbye	See you soon	ten	And you?	I have a brother	Russian

Unit 2 - Hobbies and pets

Unit 2 introduces learners to how to construct simple negative verb form I do not... and also presents more verbs in the first person singular, including, for example:

to understand, to like, to play, to read, to watch

The verbs here and in Unit 1 can be examined to find similarities and differences in their conjugation.

SENTENCES

I don't understand. - I play with my friends. - I like reading. - I play on a tablet. - I do not have a pet. - I play catch outdoors. - I like watching television. - We play on the field. - I love my dog. - They like going to the shops.

Unit 2 - Hobbies and pets					
2.1 Useful phrases	2.2 Numbers 11-20	2.3 I like to play	2.4 In the playground	2.5 Hobbies	2.6 Pets
I understand	eleven	to like	in the playground	football	cat
I don't understand	twelve	to play	on the field	dancing	dog
No thank you	thirteen	with my friends	I run	swimming	hamster
Yes please	fourteen	alone	I walk	playing on a tablet	guinea pig
Good morning	fifteen	together	I jump	reading comics	rabbit
Good evening	sixteen	indoors	I skip	watching television	bird
Good day	seventeen	outdoors	I play hide and seek	listening to music	horse
Good night	eighteen	in the playground	I play catch	going to the park	I have a pet
Thanks a lot	nineteen	after school	We play	going to the beach	I do not have pets
See you later	twenty	at break time	They play	going to the shops	I love my pet

UNIT 3 - Where I live

In Unit 3 learners continue to come across new verbs. Here the verb to live is explored in terms of geographical location as well as types of dwelling. As well as recapping parts of the verb to be, other verbs in this unit include:

to eat, to watch (TV etc)

Learners also come across the construction there is/there are in order to describe what can be found in their house. The negative is also revisited.

SENTENCES

I do not live in the countryside. - I live in a house. - I do not live in an apartment. - There are five rooms in my house. - I eat breakfast in the kitchen. - I live in Indonesia. - I watch a film in the lounge. - In my bedroom there is a computer - There is food in the kitchen. - There is not a table in the lounge.

Unit 3 - Where I live					
3.1 Where I live 1	3.2 Where I live 2	3.3 My house	3.4 In the kitchen	3.5 In the lounge	3.6 In my bedroom
I live in	I live in a town	bedroom	to eat	television	bed
England	I live in a city	bathroom	breakfast	video	pillow
France	I live in a village	kitchen	lunch	table	blanket
Germany	I live in the countryside	lounge	dinner	chairs	wardrobe
Spain	I live near the sea	dining room	food	armchair	desk
Turkey	It is big	playroom	drink	sofa	bookcase
The Netherlands	It is small	garden	snack	I watch television	computer
Indonesia	It is interesting	I live in a house	I eat breakfast in the kitchen	I watch cartoons	television
America	I like living here	I live in an apartment	I eat lunch in the kitchen	I watch a film	toybox
Australia	I do not like living here	There are five rooms	I eat dinner in the kitchen	I do my homework	In my bedroom there is a

UNIT 4 - How I look

Unit 4 extends learners' knowledge of adjectives in order to describe themselves and other people. Nouns for body parts are introduced and the verb to have is recapped, along with an introduction to the second and third person singular conjugations of the verb to be. The possessive pronouns my, yours, his and hers are also presented.

SENTENCES

I am tall. - She has long hair. - Your eyes are blue. - Do you have brown eyes? - He is short. - You have straight hair. - She has a small mouth. - You are not tall. - He does not have blonde hair. - Does he have big feet?

Unit 4 - How I look					
4.1 Body parts	4.2 My face	4.3 Describing myself	4.4 Describing other people	4.5 More body parts	4.6 Days of the week
head	face	I am tall	You have	wrist	Monday
neck	eyes	I am short	She has	finger	Tuesday
shoulders	ears	I have big feet	He has	finger nail	Wednesday
arms	nose	I have a small nose	You are	thighs	Thursday
hands	cheeks	I have curly hair	She is	knee	Friday
stomach	mouth	I have straight hair	He is	ankle	Saturday
back	chin	I have blonde hair	my	toes	Sunday
bottom	hair	I have long hair	your	toenail	today
legs	lips	I have short hair	his	throat	tomorrow
feet	teeth	I wear glasses	hers	chest	yesterday

UNIT 5 - Animals, colours and sizes

Unit 5 does not address any new grammar points. Instead, learners are presented with a range of new vocabulary, including animals and adjectives for size and colour. At this stage it is useful to revisit earlier grammar points (and vocabulary if necessary) to allow learners to explore sentence building of their own using the verbs and phrases they have already encountered. Any learning gaps or problems can be identified and revised at this stage.

SENTENCES

I have a pet. - I do not have a cat. - There are four lions. - Do you have a pet? - The spiders are not orange. - The frogs are fat. - There is a blue bird. - He has two snakes. - In my garden there is a duck. - The giraffe has a long neck.

Unit 5 - Animals, colours and sizes					
5.1 More about pets	5.2 Farm animals	5.3 Zoo animals	5.4 Animals in nature	5.5 Colours	5.6 Sizes
rabbit	horse	lion	bird	brown	big
guinea pig	sheep	tiger	worm	black	small
hamster	rabbit	elephant	hare	red	fat
mouse	hen	gorilla	fox	white	thin
pony	cow	zebra	badger	blue	long
fish	lamb	giraffe	insect	green	short
kitten	goat	bear	spider	orange	heavy
puppy	chicken	penguin	fly	grey	light
I have a pet	duck	crocodile	snake	light	They are
I have a	donkey	dolphin	frog	dark	It is

UNIT 6 - Food and drink

This unit introduces further expressions of likes and dislikes, as well as the following new verbs:

to like, to love, to hate, to drink, to eat, to buy

It also presents the conditional phrase I would like... and introduces a basic question phrase in the form of how much is...?

SENTENCES

I like cereal for breakfast. - My favourite food is carrots. - He hates sandwiches. - I would like a pineapple. - How much is an orange? - I am a vegetarian. -

I do not like meat. - I love grapes. - How much is a papaya? - I drink milk.

Unit 6 - Food and drink					
6.1 Food and drink	6.2 Meals	6.3 Talking about food and drink	6.4 Vegetables	6.5 Fruits	6.6 Buying groceries
cereal	breakfast	I'm hungry	vegetables	fruits	groceries
fruit	lunch	I'm thirsty	potato	apple	shopping
sandwich	dinner	I'm full	cabbage	orange	market
meat	meal	I am a vegetarian	garlic	papaya	supermarket
vegetables	snack	My favourite food is	carrot	banana	to buy
water	I like cereal for breakfast	My least favourite food is	peas	grapes	money
milk	I like fruit for lunch	I do not like carrots	mushroom	pineapple	please
tea	I like vegetables for dinner	I hate peas	broccoli	strawberry	thank you
coffee	I drink	I love apples	sweetcorn	lemon	I would like
juice	I eat	I like sandwiches	onion	lime	How much is?

UNIT 7 - Going to school

Unit 7 introduces verbs that help learners describe their daily routine and include:

to get up, to brush (hair/teeth), to shower, to get dressed, to eat, to pack (a bag), to walk, to go, to catch (the bus/train), to learn, to prefer, to like

In some languages, these will be reflexive verbs, so it will be necessary to introduce the reflexive pronoun myself in this instance and to compare it to the first person subject pronoun I which has been used so far. Some basic prepositions of place are included. The simple conjunction because is also presented in order to allow learners to develop more complex sentences which include a clause expressing a reason or an explanation.

SENTENCES

I brush my teeth. - I go to school by car. - He prefers English because it is interesting. - I do not like science because it is boring. - I walk to school. - My school is two kilometres away. - Her favourite lesson is geography. - I like my teacher. - Do you walk to school? - I do not learn English.

Unit 7 - Going to school					
7.1 Morning routine	7.2 Getting to school	7.3 Other forms of transport	7.4 My school day	7.5 In the classroom	7.6 Opinions about school
I get up	I go on foot	coach	to learn	classroom	to prefer
I brush my teeth	I go by car	motorbike	maths	teacher	to like
I brush my hair	I catch the bus	train	English	board	boring
I have a shower	My school is	aeroplane	science	pen	interesting
I get dressed	near	bicycle	history	pencil	because
I eat breakfast	far	to travel	geography	books	I like maths lessons
I pack my bag	around the corner	to go	art	paper	I do not like science
I walk to school	down the road	road	break time	tables	I prefer history
I see my friends	in town	street	lunch time	chairs	Break time is fun
I go to my classroom	two kilometres away	path	I like learning	computer	My favourite lesson is

UNIT 8 - Going to work

In this unit, students learn how to talk about jobs and professions. The key grammar points are centred on using the verbs to work (in) and to be. In languages where this is appropriate, distinctions around the masculine and feminine forms of the indefinite article will need to be pointed out. Similarly, nouns which change their endings to indicate masculine or feminine will also need to be highlighted. In English, the appropriate use of a vs an should be investigated. Other verbs introduced here include:

to earn (money), to save, to buy, to spend (money), to wake up, to go to bed, to go to sleep

Again, some languages will need to refer back to the use of reflexive verbs.

A recap of numbers is also advisable at this stage before moving on to telling the time. Numbers 21-30 are also included, as are time phrases.

SENTENCES

He is a shop assistant. - She works in a hotel. - What do you like to buy? - I spend money on computer games. - It is 10am. - I go to bed at 8pm. - She spends money on books. - I like to buy clothes. - She earns \$10 per week. - He does to work in the morning.

Unit 8 - Going to work					
8.1 Jobs and professions	8.2 Where people work	8.3 Earning money	8.4 Spending money	8.5 Numbers 21 - 30	8.6 Telling the time
to work	office	to earn money	to spend	twenty-one	It is 10am
job	school	to save	to buy	twenty-two	It is 9am
shop assistant	shop	salary	toys	twenty-three	It is 7pm
mechanic	hospital	weekly	books	twenty-four	In the morning
doctor	building site	monthly	comics	twenty-five	In the afternoon
hairdresser	petrol station	bank	clothes	twenty-six	At lunchtime
builder	restaurant	pocket money	computer games	twenty-seven	At bedtime
chef	hotel	I go to work	sweets	twenty-eight	I wake up at 6am
manager	garage	I earn money	I like to buy	twenty-nine	I go to bed at 8pm
He is a	She works in a	I earn \$10 per week	I spend money on	thirty	I go to sleep at 9pm

UNIT 9 - Around the world

Unit 9 introduces more countries around the world so at this point it might be a good idea to revise the I live in... grammar points introduced in Unit 3. The verb to speak is revised, and the following new verbs are introduced:

to come from, to fly, to sleep

SENTENCES

They speak Norwegian in Norway. - Where do you come from? - We stay in a hotel. - You come from New Zealand. - He does not come from the south. - I speak Mandarin and Danish. - She lives in the south of Sweden. - We are not going to the seaside. - We come from the south of Wales. - He speaks Polish.

Unit 9 - Around the world					
9.1 More countries	9.2 Compass points and navigation	9.3 Other languages	9.4 At the airport	9.5 Packing for a holiday	9.6 Holiday locations
I come from	North	I speak	to fly	holiday	seaside
Wales	South	Welsh	airport	passport	beach
Scotland	East	Arabic	aeroplane	tickets	hotel
Ireland	West	Norwegian	pilot	sunglasses	campsite
Norway	map	Mandarin	check-in desk	suncream	tent
Sweden	globe	Danish	security	suitcase	caravan
China	in the South	Portuguese	runway	rucksack	playground
New Zealand	in the North	Polish	take-off	flip flops	I go to the beach
Japan	I live in the south	Urdu	landing	beach towel	I stay in a hotel
Russia	I live in the north	Hindi	I am travelling to	swimming costume	I sleep in a tent

UNIT 10 - Healthy lifestyle

In Unit 10 learners come across verbs which help them talk about sports and being outside. These include:

to ride (a bicycle), to go for a walk, to jog, to explore, to run

Expressing likes and dislikes is also recapped as students talk about their food and eating preferences, and similarly negatives are revised.

Comparatives and superlatives are introduced in order to extend students' capacity to express their likes, dislikes and preferences.

SENTENCES

I ride my bike. - I like vegetables. - I do not like junk food. - Fruit is better than sweets. - Junk food is worse than salad. - That is unhealthy. - She is good at football. - I eat vegetables once a week. - He goes for a walk outdoors. - She is not lazy.

Unit 10 - Healthy lifestyle					
10.1 Talking sports	10.2 Enjoying the outdoors	10.3 Healthy eating	10.4 Keeping fit	10.5 Unhealthy living	10.6 Comparatives and superlatives
football	playing field	food	to exercise	unhealthy	good
tennis	pitch	drink	to jog	to be lazy	better
karate	woods	I eat fruit	yoga	sugary	best
judo	outdoors	I like vegetables	I am sporty	fatty	bad
swimming	to explore	I prefer salad	I keep fit	Sweets are bad for me	worse
horse riding	to run	I eat healthy food	I do not eat snacks	Fizzy drinks are sugary	worst
hockey	I ride my bike	I drink water	I like walking	Junk food is fatty	That is good
table tennis	I go for a walk	It is good for me	I do not like junk food	I do not exercise	I am better
golf	I go for a jog	fresh	I exercise every day	I do not like sport	She is best
badminton	I go to the park	healthy	I eat vegetables once a week	I sit on the sofa	He is worse

UNIT 11 - Clothes and shopping

Unit 11 uses the topic of clothes and shopping to introduce new vocabulary and extend learners' grasp of changes to adjective endings to reflect masculine, feminine or plural in languages where this applies. The verb to get dressed is revised and the following new verbs are included:

to get undressed, to wear, to try on, to hang up (clothes), to fold, to put away

Students are also introduced to demonstrative pronouns in both their singular and plural forms:

This, that, those, these

SENTENCES

I get dressed. - I prefer these blue shorts. - Do you like that skirt? - I put away my t-shirts. - These large clothes are uncomfortable. - I wear a coat. - His size is medium. - He puts his clothes in the wardrobe. - You like those trousers. - She wears a black belt.

Unit 11 - Clothes and shopping					
11.1 Clothes	11.2 More clothes	11.3 Getting dressed	11.4 Talking about clothes	11.5 Going shopping 1	11.6 My wardrobe
clothes	blouse	to get dressed	loose	to try on	to hang up
underwear	shirt	to get changed	baggy	small	to fold
socks	vest	to wear	tight	large	to put away
t-shirt	shoes	buttons	smart	medium	laundry
dress	coat	zip	casual	fitting room	wardrobe
skirt	jacket	laces	scruffy	My size is	drawer
trousers	hat	belt	fashionable	I like this skirt	hanger
shorts	scarf	I wear a coat	unfashionable	I like that dress	I fold my trousers
jeans	tracksuit	I wear shorts	comfortable	I like those trousers	I put away my socks
jumper	school uniform	I prefer skirts	uncomfortable	I like these shoes	I put my clothes in

UNIT 12 - Weather

Through the topic of weather, students are introduced to more question formats using the pronoun what. They are provided with a scaffold to answer questions about weather conditions and temperatures and are also presented with more numbers (31-40).

SENTENCES

What's the weather like? - It is cold. - What's the temperature? - It is 25 degrees. - It is sunny. - There is a storm. - I wear sunglasses. - Here is the weather report. - You put on a scarf. - Today is not cloudy.

Unit 12 - Weather					
12.1 What's the weather like?	12.2 Numbers 31 - 40	12.3 Temperature	12.4 Dressing for the weather	12.5 Weather reports	12.6 Extreme weather
weather	thirty-one	temperature	scarf	today	tornado
What's the weather like?	thirty-two	degrees	gloves	sun	storm
It is cold	thirty-three	minus	boots	rain	thunder
It is foggy	thirty-four	Is it hot?	waterproof jacket	wind	lightning
It is hot	thirty-five	What's the temperature?	wellington boots	cloud	hurricane
It is sunny	thirty-six	It is 25 degrees	sunhat	fog	earthquake
It is windy	thirty-seven	It is minus 5 degrees	umbrella	Here is the weather report	flood
It is rainy	thirty-eight	It is below 10 degrees	fan	It is wet	heatwave
It is snowy	thirty-nine	It is very hot	I wear sunglasses	It is dry	hail
It is freezing	forty	It is very cold	I put on a hat	It is cloudy	icy

UNIT 13 - Useful phrases

Unit 13 extends students' knowledge of question formats, introduces simple pairs of opposites and provides further knowledge of connecting words which can be used to build longer and more complex sentences. In addition, learners encounter the simple future tense as well as possessive pronouns. New verbs in this unit include:

to understand, to repeat, to know

SENTENCES

Where are the dogs? - How old is your brother? - What is the opposite of left? - I am going to go shopping. - That is my book. - Please could you repeat that? - They are going to go swimming tomorrow. - Your eyes are brown. - His jumper is red and hers is orange. - What do you mean?

Unit 13 - Useful phrases					
13.1 Asking questions	13.2 Opposites	13.3 Connecting words	13.4 Talking about the future	13.5 Saying that you don't understand	13.6 Mine and yours
How?	up	and	future	to understand	The dog is mine
When?	down	but	later	to repeat	Your hair is long
Where?	in	also	tomorrow	to know	His cat is small
What?	out	next	next week	I do not understand	Her clothes are new
Who?	yes	then	next month	Please could you repeat that?	Their house is big
How old are you?	no	finally	at the weekend	Once again, please	That's not yours, it's mine
When is your birthday?	forwards	because	I am going to	I am confused	My sister is fifteen years old
Where is the cat?	backwards	therefore	I am going to go swimming	I do not know	Our parents are kind
What are you doing?	Left is opposite to right	so	He is going to go shopping	That is not clear	His jumper is blue and hers is green
Who is that?	What is the opposite of left?	however	They are going to go into town	What do you mean?	Your eyes are brown

UNIT 14 - More about food and mealtimes

Unit 14 extends students' knowledge of telling the time so it may be useful at this point to also recap some of the vocabulary and structures from Unit 8 before moving onto the more complex sentences offered here. It also continues with the question formats introduced in the previous unit. New verbs helpful for this grammar point are: to start and to finish. A further range of new verbs is also providing to help students talk about cooking, growing, preparing and eating food, such as:

to cook, to help, to chop, to stir, to grow, to dig, to water, to plant, to taste, to bite, to chew

Again, question forms are included and learners are provided with scaffolds to construct answers.

SENTENCES

What time is it? - It finishes at 5pm. - What do you eat for lunch? - Where is the cafeteria? - I water the plants. - It tastes delicious. - We eat together in the cafeteria. - It does not taste nice. - She lays the table and I chop vegetables. - Do you grow potatoes?

Unit 14 - More about food and mealtimes					
14.1 Telling the time	14.2 Lunchtime at school	14.3 In the cafeteria	14.4 Cooking at home	14.5 Growing food	14.6 Eating and tasting
What time is it?	packed lunch	tables	to cook	to grow	to taste
It is 7.45	school dinner	chairs	to help	to dig	to bite
It is 3.15	lunch money	benches	to chop	to water	to chew
It is 11.30	Where do you eat lunch?	vending machine	to stir	to plant	What does it taste like?
It is 12.30	What time is the lunch break?	water fountain	I chop vegetables	seeds	It does not taste nice
It is 6.15	What do you eat for lunch?	food counter	You stir the sauce	plants	It tastes delicious
It is 9.25	I eat sandwiches	till	She lays the table	earth	It is chewy
It is 4.15	I drink water	I eat in the cafeteria	We eat together	I grow potatoes	It is crunchy
It starts at 10.30	I buy my lunch	Where is the cafeteria?	They clear up	I dig the earth	It is soft
It finishes at 2.45	I eat a packed lunch	I buy a snack	I help	I water the plants	It is hard

UNIT 15 - Around the house

Unit 15 guides learners to talk about their houses, including what is in each room and what they do around the house. It returns to the structure there is/there are and encourages learning a range of new vocabulary to describe what is in the house. New verbs include:

to clean, to tidy, to wash up, to vacuum

Other verbs previously introduced and revisited here include:

to wash, to eat, to watch (TV), to play

SENTENCES

In the kitchen there is not a cooker. - There is an armchair in the living room. - In the bathroom there is a shower. - Are there trees in the garden? - I tidy my bedroom. - You wash up the dishes. - We play football in the garden. - There are pots and pans in the kitchen. - The bathroom is upstairs. - We do the housework, then we watch tv.

Unit 15 - Around the house					
15.1 In the kitchen	15.2 In the living room	15.3 In the bathroom	15.4 In the garden	15.5 Around the house	15.6 Jobs around the house
In the kitchen there is	In the living room there is	In the bathroom there is	In the garden there is	upstairs	to clean
microwave	sofa	shower	lawn	downstairs	to tidy
oven	armchair	bath	patio	front door	to wash up
refrigerator	cushion	sink	shed	back door	to vacuum
freezer	coffee table	toilet	swing	doorbell	housework
worktop	fireplace	cabinet	slide	hallway	I clean the kitchen
sink	carpet	towel	flowers	I wash in the bathroom	I wash up the dishes
crockery	rug	toothbrush	trees	I eat breakfast in the kitchen	I tidy my bedroom
cutlery	window	toothpaste	hedge	You watch tv in the living room	We do the housework
pots and pans	curtains	soap	bush	We play football in the garden	He vacuums the living room

UNIT 16 - Music and celebrations

In this unit learners come across different ways of expressing opinions, which builds upon what they have learned in Units 6 and 10. It also introduces further ways of expressing negatives, using the forms not, no one, and never. The verbs to love, to prefer and to hate are recapped and new verbs in this unit include:

to listen, to clap, to sing, to whistle, to celebrate

SENTENCES

She listens to pop music. - We hate country music. - Classical music is the best. - No one plays drums. - I never play the piano. - Why do you not play the flute? - Rock music is better than pop. - You do not play the flute because you do not like it. - I like to clap my hands. - He is not a musician.

Unit 16 - Music and celebrations					
16.1 Types of music	16.2 Expressing opinions	16.3 Types of instrument	16.4 Expressing negatives	16.5 Different sounds	16.6 Celebrations
to listen to	to love	to play	I do not play the flute	to clap	to celebrate
pop music	to prefer	piano	He does not like the guitar	to hum	birthday
rock music	to hate	guitar	No one likes the cello	to sing	Easter
country music	I love country music	drums	She never listens to country to music	to whistle	Halloween
classical music	She prefers rock music	flute	We do not like music	song	Christmas
radio	We hate rock music	violin	It is not easy to play the violin	tune	New Year
I like pop music	Rock music is better than pop	cello	You do not like rock music	I clap my hands	Eid
She listens to rock music	Country music is worse than rock	I play the piano	We never play piano	She whistles a tune	Diwali
They listen to the radio	Classical music is the worst	He plays the guitar	No one plays drums	They sing a song	Ramadan
He likes country music	Pop music is the best	We play the violin	He is not a musician	You hum a tune	Hanukkah

UNIT 17 - On the way to school

Unit 17 presents sections on directions and travel. It allows learners to discover the imperative forms of verbs such as to turn and to go and introduces new verbs such as to leave, to travel and to arrive. It also provides opportunities to incorporate previous learning such as telling the time and time phrases, as well as question formats. Other verbs introduced include to cross (over), to look and to be lost.

Unit 17 - On the way to school					
17.1 Directions	17.2 My journey	17.3 Buying bus and train tickets	17.4 Local features	17.5 Crossing the road	17.6 Getting lost
turn left	to leave	ticket	town hall	to cross	to be lost
turn right	to travel	return	library	to look	I am lost
go straight on	to arrive	single	shopping centre	pedestrian crossing	directions
cross the road	I leave at 8.15am	bus	post office	kerb	map
up the hill	I go on the bus	train	post box	traffic	Where am I?
second left	I walk up the hill	ticket office	church	road safety	How do I get to the library?
third right	I cross the road	I would like a ticket to	cinema	traffic lights	Which way is the station?
at the traffic lights	My school is at the end of the road	How much is a single?	bus stop	I look both ways	Have you got a map?
at the end of the road	It takes 15 minutes	What time does the bus arrive?	museum	I walk slowly	Where is the supermarket?
on the corner	I arrive at 8.30am	What time does the train leave?	park	I cross over	Is it this way?

SENTENCES

Don't turn left at the traffic lights. - I leave at 8.15am. - My school is on the corner. - What time does the train arrive? - How do I get to the supermarket? - Is it this way? - She would like a ticket to the shopping centre. - Go straight on at the traffic lights. - I walk slowly. - Have you got a map? Because I am lost.

UNIT 18 - Seasons and holidays

Unit 18 develops learners' knowledge of time phrases and enables them to talk about different times of the year, including birthdays and spending time with family. It also recaps some of the weather vocabulary presented in Unit 12 and the conditional I would like presented in Unit 6. Additionally, the simple future tense first encountered in Unit 13 can be practised with some of the time phrases. New verbs in this unit include:

to invite, to give, to receive, to spend time, to visit

SENTENCES

It is windy in autumn. - I am going on holiday in a fortnight. - Next year I will be ten years old. - I would like books for my birthday. - I spend time with my family. - For his birthday he would like a computer. - What did you get for your birthday? - I will visit my aunt in a fortnight. - I got a present. - We don't like to spend time together.

Unit 18 - Seasons and holidays					
18.1 Seasons and weather 1	18.2 Seasons and weather 2	18.3 Expressions of time	18.4 Birthdays	18.5 Buying a gift	18.6 Time with family
January	July	It is late	to invite	to give	to spend time
February	August	It is early	birthday	to receive	to visit
March	September	now	party	birthday present	together
April	October	then	gift	wrapping paper	relations
May	November	recently	card	gift card	aunt
June	December	soon	invitation	thank you note	uncle
spring	autumn	in a fortnight	My birthday is on	It is for my friend	cousin
summer	winter	yesterday	Happy birthday	What do you want for your birthday?	cousins

It is cool in spring	It is windy in autumn	next year	I would like	What did you get for your birthday?	I spend time with my cousin
It is hot in summer	It is cold in winter	the day after tomorrow	for my birthday	I got a	I visit my aunt

UNIT 19 - More about school

Unit 19 briefly recaps the use of demonstrative pronouns as seen in Unit 11. It also introduces prepositions of place, provides revision of the first person singular form of a range of present tense verbs and encourages students to expand their sentences by using an array of connectives. New verbs include to study and to do.

SENTENCES

This is my school. - My school is next to the supermarket. - I do not study music. - I have English today. - I drink juice but not coffee. - I like maths but I prefer science. - He likes history so he does his homework. - After English it is lunchtime. - Is the science lab next to the sports hall? - She has detention because she did not do her homework.

Unit 19 - More about school					
19.1 Around our school	19.1 Prepositions	19.1 More school subjects	19.1 What I do at school	19.1 What I do at break time	19.1 Using connectives
classroom	on	to study	to do	I eat my lunch	I drink water and eat fruit
sports hall	under	physical education	to read	I have a snack	I like history but not geography
science lab	around	music	I go to school	I drink some water	I study maths then science
lockers	behind	religious studies	I study maths	I play with my friends	After English it is lunchtime
corridor	opposite	home economics	I play sport	I have detention	After lunch I play sport
office	next to	IT	I learn about religion	I speak to my teacher	I like art because it is fun

library	in between	foreign languages	I do my homework	I go to the cafeteria	I do not like maths because it is hard
This is my classroom	in front of	homework	I have English today	I go outside	I have detention because I did not do my homework
This is the playground	in	subjects	I have a test	I stay indoors	I like French so I do my homework
These are the lockers	through	timetable	I read a book	I play a game	I like science but prefer IT

UNIT 20 - Our world

Unit 20 recaps some of the grammar points introduced in previous units, including some question forms and the conditional structure I would like + infinitive. It also presents new verbs to sunbathe and to swim.

SENTENCES

Where is France? - France is in Europe. - It is hot in Australia. - I would like to go to Italy. - I sunbathe on the beach. - I like to swim in the ocean. - They would not like to travel abroad. - There are lots of tourist attractions. - Would you like to stay at home? - There are beaches in Spain.

Unit 20 - Our world

20.1 The continents	20.2 Talking about other countries	20.3 Landscape features	20.4 Where would you like to go?	20.5 In the city	20.6 On the beach
Europe	foreign	mountains	to go	skyscraper	to sunbathe
Africa	foreign country	lake	to stay	office block	to swim
South America	abroad	forest	to travel	public transport	sand
North America	capital city	beach	I would like	tourist attraction	ocean
Asia	island	valley	I would like to go to Spain	city centre	deckchair
Australasia	It is hot in Australia	field	I would like to stay at home	bank	sandcastle
Antarctica	It is cold in Russia	There are mountains in China	I would like to travel to America	It is busy	palm tree

the biggest continent	Los Angeles is a city	There are lakes in Italy	I would not like to go to the beach	There are lots of tourist attractions	I swim in the sea
the smallest continent	London is the capital of the United Kingdom	There is a beach	I would not like to go to a big city	I travel on public transport	My mother sunbathes on the beach
Where is Asia?	Greece has lots of islands	There is a forest	I would not like to travel abroad	I go to the city centre	We build a sandcastle

UNIT 21 - Describing people and things

Students' knowledge of adjectives is extended in Unit 21 through the use of a variety of words to describe people, hairstyles, patterns, colours and characteristics. It is a good point to recap changes to adjective endings in masculine, feminine and plural forms in languages where this occurs. This unit also introduces vocabulary and phrases used to express quantities.

SENTENCES

He is energetic. - They are funny. - Her hair is long. - My jumper is striped. - There is a brown pair of shoes. - There are lots of clothes. - We are brave, but you are scared. - Your skirt is pale pink. - He has many shirts. - Does she have a flowery skirt?

Unit 21 - Describing people and things					
21.1 Different people	21.2 Hairstyles	21.3 Patterns	21.4 More descriptive words	21.5 More colours	21.6 Quantities
He is interesting	bob	striped	He is strong	pink	a pair of
She is elegant	spiky	spotty	She is quiet	purple	a group of
You are funny	bald	checked	We are brave	yellow	a bunch of

I am serious	plaits	flowery	You are scared	gold	lots
They are intelligent	ponytail	plain	They are adventurous	silver	many
We are kind	He is bald	Her dress is spotty	I am playful	turquoise	few
He is silly	She wears a ponytail	His shirt is checked	He is naughty	It is pale pink	none
She is thoughtful	His hair is spiky	My top is plain	She is clever	It is bright yellow	some
You are energetic	She has a bob	Your shorts are striped	You are careful	It is a dark colour	more
They are lazy	His hair is long	Her skirt is flowery	They are noisy	It is a light colour	less

UNIT 22 - Technology

Unit 22 introduces a range of vocabulary for talking about different types of technology. A range of new verbs is presented, including:

to call (someone), to win, to lose, to download, to record, to stream

SENTENCES

I have a smartphone. - My favourite website is Languagenut. - I like to download music. - I prefer watching videos. - Video games are my favourite. - My brother uses apps on his phone. - Can you rewind this? - They do not like losing, but they love winning. - Is this song in the charts? - We do not have a tablet.

Unit 22 - Technology					
22.1 Mobile phones	22.2 Computers	22.3 Being online	22.4 Games	22.5 Music	22.6 Video
to call someone	PC	router	games console	to download	to record
mobile phone	laptop	internet	video games	to listen	to stream

smartphone	tablet	broadband	joystick	the charts	playback
SIM card	memory stick	hotspot	controller	rapper	stop
screen	keyboard	website	headset	singer	pause
text message	mouse	I go online	My favourite game is	rock band	rewind
app	I do my homework on the laptop	I like online gaming	My highest score is	group	fast forward
I have a smartphone	I play on the computer	The internet is down	I am a gamer	My favourite group is	I like watching videos
I call my friends	We do not have a tablet	My favourite website is	I like winning	This song is in the charts	I like recording videos
I use apps on my phone	My computer is broken	I use the internet a lot	I do not like losing	He's a great singer	Can you rewind this?

UNIT 23 - The environment

Unit 23 introduces students to verbs and phrases used for talking about the environment. The present continuous form of some verbs is presented, such as the weather is changing. In addition further numbers from 41-50 are introduced. New verbs include:

to recycle, to reuse, to rise, to melt, to change, to pollute, to contaminate, to be green, to protect, to prevent

SENTENCES

I recycle paper. - Sea levels are rising. - Pollution contaminates the air. - We have solar panels. - Is the climate changing? - Bad air quality is dangerous. - I protect the environment by recycling. - Acid rain is harmful to the Earth. - There is no smog in the air. - We do not save water.

Unit 23 - The environment

23.1 Recycling	23.2 Climate change	23.3 Pollution	23.4 Energy	23.5 Talking about the environment	23.6 Ordinal numbers
to recycle	climate change	to pollute	to be green	to protect	first
to reuse	weather	to contaminate	solar power	to prevent	second
cardboard	global warming	pollution	solar panel	to save	third
plastic	heatwave	acid rain	clean	the Earth	fourth
glass	drought	gas	wind farm	air quality	fifth
paper	carbon dioxide	smog	wind turbine	water quality	sixth
environment	emissions	harmful	Green energy is important	I protect the environment by recycling	seventh
I recycle cardboard	Sea levels are rising	Pollution is bad for our health	We have solar panels	We save water	eighth
Recycling is important	Ice caps are melting	There is smog in the air	This is solar-powered	It is important to prevent pollution	ninth
Recycling is good for the environment	The weather is changing	Water becomes contaminated	Wind energy is clean	Bad air quality is dangerous	tenth

UNIT 24 - Hygiene and healthcare

Unit 24 introduces words and phrases to help students talk about health and hygiene. The expressions to feel sick/unwell/better are presented, as well as the following new verbs:

to wash, to shave, to be ill, to vomit, to fall over, to crash, to break (something)

This unit also introduces the past tense to allow students the opportunity to talk about something that has happened to them or others.

SENTENCES

I wash my face. - She does not have a headache. - They went to the dentist. - I broke my arm. - You had an x-ray. - Do you have a cold? - I had an injection at the doctor's surgery. - He had an x-ray after he crashed his bike. - I feel better because I went to the doctor. - She has a bruise as well as a graze.

Unit 24 - Hygiene and healthcare

24.1 My hygiene	24.2 Being unwell	24.3 Going to the doctor	24.4 Going to the dentist	24.5 Accidents	24.6 More useful words
to wash	to be ill	doctor	dentist	to fall over	since
to shave	to vomit	nurse	mouth	to crash	often
brush	pain	doctor's surgery	teeth	to break something	maybe
comb	tummy ache	prescription	tongue	broken	in addition
deodorant	head ache	medicine	gums	bruise	as well as
razor	sore throat	injection	filling	graze	except
make up	cold	tablets	x-ray	I fell over	instead
personal hygiene	I have a cold	I went to the doctor	I went to the dentist	He crashed his bike	despite
face cream	I feel sick	I have some medicine	I had an x-ray	She broke her leg	although
hairdryer	I feel better	I had an injection	My teeth are clean	My arm is broken	after