



1st term

UNIT 1 – GLAD TO BE BACK!

Learning aims	Socio-cultural contents	Language focus	Topics/Texts	Strategies/Activities	Aids	Evaluation
<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>Recall knowledge previously acquired.</li> <li>Widen their vocabulary range within the subtopics.</li> <li>Develop strategies for handling vocabulary (deducing, guessing from context...).</li> <li>Be aware of intonation/pronunciation patterns.</li> <li>Improve their reading skills by reading for gist and for specific information.</li> <li>Develop strategies for reading a text.</li> <li>Demonstrate their understanding of oral texts by doing different types of exercises.</li> <li>Personalize the topics of the texts by relating them to their own experience.</li> <li>Infer grammar rules from example sentences.</li> <li>Use the acquired language knowledge to do the required tasks.</li> <li>Develop their speaking skills through participation in class activities.</li> <li>Develop processes for doing various writing tasks.</li> <li>Increase their cultural knowledge of Scotland and other countries around the world.</li> <li>Evaluate their own progress.</li> </ul>	<p><b>Personal information</b></p> <ul style="list-style-type: none"> <li>name</li> <li>surname</li> <li>age</li> <li>country and nationality</li> <li>hometown</li> <li>favourites...</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Personal pronouns</li> <li>Present simple: <i>to be</i></li> <li>Possessive determiners</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Introducing oneself and giving personal information</li> <li>Asking and answering about favourites/nationalities</li> </ul>	<p><b>1.1. Meeting friends</b></p> <ul style="list-style-type: none"> <li>E-pals</li> <li>Meet Justin</li> <li>Love me (song)</li> </ul>	<ul style="list-style-type: none"> <li>Guessing game</li> <li>Class interaction</li> <li>Chart filling</li> <li>Question/answer</li> <li>Dialogue in pairs</li> <li>Writing a message</li> <li>Gap filling</li> <li>Matching</li> <li>Table filling</li> <li>Completing a text</li> <li>Identifying the right word</li> <li>Sound discrimination</li> <li>Writing a paragraph</li> </ul>	<p>Student's Book iTeen File Audio CD CD-ROM <i>E-manual</i> Workbook iTeen Fun PowerPoint presentations Flashcards Slides Teacher's File CD player DVD player Computer Data show Pen drive Film clips Video clips Speakers Board Notebooks</p>	<ul style="list-style-type: none"> <li>Diagnosis</li> <li>Direct observation:                             <ul style="list-style-type: none"> <li>participation</li> <li>interest</li> <li>involvement in classroom activities</li> <li>student's answers</li> <li>the use of the English language in the classroom</li> <li>homework</li> <li>punctuality</li> <li>...</li> </ul> </li> <li>Formative test</li> <li>Listening test</li> <li>Progress test: reading, use of language and writing</li> <li>Formal oral evaluation (observation grid)</li> <li>Self-evaluation (grid)</li> </ul>
	<p><b>Describing people</b></p> <ul style="list-style-type: none"> <li>Physical appearance: height, build, hair, eyes, skin/face...</li> <li>Personality</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li><i>Have got</i></li> <li>Adjectives</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Describing people</li> <li>Asking and answering about appearance and personality traits</li> </ul>	<p><b>1.2. Everybody's different</b></p> <ul style="list-style-type: none"> <li>Hilary Duff</li> <li>I am (song)</li> </ul>	<ul style="list-style-type: none"> <li>Class interaction</li> <li>Matching</li> <li>Question/answer</li> <li>Word categorization</li> <li>Dialogue in pairs</li> <li>Choosing the right adjective</li> <li>Gap filling</li> <li>Putting words in the correct order</li> <li>Writing a description</li> <li>Game</li> </ul>		

Learning aims	Socio-cultural contents	Language focus	Topics/Texts	Strategies/Activities	Aids	Evaluation
<b>Affective</b> <ul style="list-style-type: none"> <li>• Be sensitive to the topics.</li> <li>• Interact with other students.</li> <li>• Interact with the teacher.</li> <li>• Show enthusiasm for the tasks.</li> <li>• Participate willingly in the different tasks.</li> <li>• Develop their self-confidence.</li> </ul>	<b>Socialising</b> <ul style="list-style-type: none"> <li>• Doing things together (action verbs)</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Present continuous</li> <li>• Question words</li> <li>• Communication</li> <li>• Saying what people are doing</li> <li>• Talking about temporary actions or situations</li> </ul>	<b>1.3.</b> <b>Party time</b> <ul style="list-style-type: none"> <li>• Fun with friends</li> <li>• I'm with you (song)</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue in pairs</li> <li>• True/false</li> <li>• Question/answer</li> <li>• Multiple choice</li> <li>• Matching</li> <li>• Table filling</li> <li>• Completing sentences</li> <li>• Writing questions and answers</li> <li>• Completing a song</li> <li>• Completing an interview</li> </ul>		
	<b>Festivals</b> <ul style="list-style-type: none"> <li>• Halloween</li> </ul>		<b>Let's celebrate!</b> <ul style="list-style-type: none"> <li>• Happy Halloween</li> <li>• Thriller (song)</li> </ul>	<ul style="list-style-type: none"> <li>• Text reading</li> <li>• Wordsearch</li> <li>• Labelling pictures</li> <li>• Gap filling</li> <li>• Matching</li> <li>• Mask contest</li> </ul>		
	<b>Across curriculum: Geography</b>					

**UNIT 2 – ALL IN THE FAMILY**

Learning aims	Socio-cultural contents	Language focus	Topics/Texts	Strategies/Activities	Aids	Evaluation
<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>Recall knowledge previously acquired.</li> <li>Widen their vocabulary range within the subtopics.</li> <li>Develop strategies for handling vocabulary (deducing, guessing from context...).</li> <li>Be aware of intonation/pronunciation patterns.</li> <li>Improve their reading skills by reading for gist and for specific information.</li> <li>Develop strategies for reading a text.</li> <li>Demonstrate their understanding of oral texts by doing different types of exercises.</li> <li>Personalize the topics of the texts by relating them to their own experience.</li> <li>Infer grammar rules from example sentences.</li> <li>Use the acquired language knowledge to do the required tasks.</li> <li>Develop their speaking skills through participation in class activities.</li> <li>Develop processes for doing various writing tasks.</li> <li>Increase their cultural knowledge of British families.</li> <li>Evaluate their own progress.</li> </ul>	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>Family members</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Possessive case</li> <li>Whose</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Talking about one's family and family relationships</li> <li>Asking and answering about possession</li> </ul>	<p><b>2.1.</b></p> <p><b>All families are different</b></p> <ul style="list-style-type: none"> <li>The "Brangelina" family</li> <li>A family is this (poem)</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Class interaction</li> <li>Table filling</li> <li>Question/answer</li> <li>Completing a family tree/a diagram</li> <li>Making/Completing sentences</li> <li>Writing the description of a family member</li> </ul>	<p>Student's Book iTeen File Audio CD CD-ROM <i>E-manual</i> Workbook iTeen Fun PowerPoint presentations Flashcards Slides Teacher's File CD player DVD player Computer Data show Pen drive Film clips Video clips Speakers Board Notebooks</p>	<ul style="list-style-type: none"> <li>Diagnosis</li> <li>Direct observation:                             <ul style="list-style-type: none"> <li>– participation</li> <li>– interest</li> <li>– involvement in classroom activities</li> <li>– student's answers</li> <li>– the use of the English language in classroom</li> <li>– homework</li> <li>– punctuality</li> <li>– ...</li> </ul> </li> <li>Formative test</li> <li>Listening test</li> <li>Progress test: reading, use of language and writing</li> <li>Formal oral evaluation (observation grid)</li> <li>Self-evaluation (grid)</li> </ul>
	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>Jobs and occupations</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Personal pronouns (subject and object)</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Describing families</li> <li>Describing one's dream job</li> </ul>	<p><b>2.2</b></p> <p><b>People around me</b></p> <ul style="list-style-type: none"> <li>Meet my family</li> <li>This is me (song)</li> </ul>	<ul style="list-style-type: none"> <li>Class interaction</li> <li>Table/Gap filling</li> <li>True/false</li> <li>Question/answer</li> <li>Completing sentences</li> <li>Matching</li> <li>Word snake</li> <li>Correcting false statements</li> <li>Replacing words by pronouns</li> <li>Writing about one's dream job</li> </ul>		
	<p><b>Family life</b></p> <ul style="list-style-type: none"> <li>Parents-children relationships</li> <li>Household chores</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Present simple</li> <li>Adverbs of frequency</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Talking about home rules</li> <li>Asking and answering about weekend activities</li> </ul>	<p><b>2.3</b></p> <p><b>Look at the stars!</b></p> <ul style="list-style-type: none"> <li>At home with the Cyrus family!</li> <li>The boy does nothing (song)</li> </ul>	<ul style="list-style-type: none"> <li>Class interaction</li> <li>Question/answer</li> <li>Finding words in the text</li> <li>Quiz</li> <li>Completing rules/sentences</li> <li>Ordering words</li> <li>Completing a song</li> <li>Matching</li> <li>Dialogue in pairs</li> <li>Reporting classmates' weekend activities</li> </ul>		
	<p><b>Festivals</b></p> <ul style="list-style-type: none"> <li>Christmas</li> </ul>		<p><b>Let's celebrate!</b></p> <ul style="list-style-type: none"> <li>Christmas</li> <li>Something about Christmas time (song)</li> </ul>	<ul style="list-style-type: none"> <li>Text reading</li> <li>Decoding words</li> <li>Gap filling</li> <li>Creating handmade cards</li> <li>Writing Christmas cards</li> </ul>		

## 2nd term

Learning aims	Socio-cultural contents	Language focus	Topics/Texts	Strategies/Activities	Aids	Evaluation
<b>Affective</b> <ul style="list-style-type: none"> <li>• Feel interested in the topics.</li> <li>• Interact with their classmates.</li> <li>• Interact with the teacher.</li> <li>• Show enthusiasm for the tasks.</li> <li>• Participate willingly in the different tasks.</li> <li>• Develop their self-confidence.</li> </ul>	<b>Daily routines</b> <ul style="list-style-type: none"> <li>• The time</li> <li>• Daily activities</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Prepositions of time</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>• Telling the time</li> <li>• Asking and answering about daily routines</li> </ul>	<b>2.4</b> <b>Daily routines</b> <ul style="list-style-type: none"> <li>• Zac's day</li> <li>• Monique's day</li> </ul>	<ul style="list-style-type: none"> <li>• Completing sentences</li> <li>• Question/answer</li> <li>• Matching</li> <li>• Ordering/Making sentences</li> <li>• True/false</li> <li>• Labelling pictures</li> <li>• Dialogue in pairs</li> <li>• Writing a text on daily routine</li> <li>• Completing an interview</li> </ul>		
	<b>Voluntary work</b> <ul style="list-style-type: none"> <li>• The good things about volunteering</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Present simple and present continuous</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>• Talking about routines and habits</li> <li>• Talking about temporary actions or situations</li> </ul>	<b>2.5</b> <b>Get involved</b> <ul style="list-style-type: none"> <li>• An email to a friend</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for gist/ specific information</li> <li>• Answering personal questions</li> <li>• Wordsearch</li> <li>• Completing sentences</li> <li>• Matching</li> <li>• Writing sentences</li> </ul>		

**UNIT 3 – NO PLACE LIKE HOME**

Learning aims	Socio-cultural contents	Language focus	Topics/Texts	Strategies/Activities	Aids	Evaluation
<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>Recall knowledge previously acquired.</li> <li>Widen their vocabulary range within the subtopics.</li> <li>Develop strategies for handling vocabulary (deducing, guessing from context...).</li> <li>Be aware of intonation/pronunciation patterns.</li> <li>Improve their reading skills by reading for gist and for specific information.</li> <li>Develop strategies for reading a text.</li> <li>Develop their audio and audio-visual skills by doing different types of exercises.</li> <li>Personalize the topics of the texts by relating them to their own experience.</li> <li>Infer grammar rules from example sentences.</li> <li>Use the acquired language knowledge to do the required tasks.</li> <li>Develop their speaking skills through participation in class activities.</li> <li>Develop processes for doing various writing tasks.</li> <li>Increase their general knowledge of some types of homes around the world.</li> </ul>	<p><b>House and home</b></p> <ul style="list-style-type: none"> <li>Rooms in a house</li> <li>House and garden</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li><i>There + to be</i></li> <li><i>Some, any, no</i></li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Giving opinions</li> <li>Describing houses</li> <li>Describing location</li> </ul>	<p><b>3.1</b></p> <p><b>My house, my home</b></p> <ul style="list-style-type: none"> <li>The Simpsons' house</li> <li>My dream house</li> </ul>	<ul style="list-style-type: none"> <li>Describing pictures</li> <li>Class interaction</li> <li>Crossword</li> <li>Identifying parts of a house</li> <li>Pronunciation</li> <li>Table/Gap filling</li> <li>Matching</li> <li>Completing sentences</li> <li>Dialogue in pairs</li> <li>Writing and presenting the description of a dream house</li> </ul>	<p>Student's Book iTeen File Audio CD CD-ROM <i>E-manual</i> Workbook iTeen Fun PowerPoint presentations Flashcards Slides Teacher's File CD player DVD player Computer Data show Pen drive Film clips Video clips Speakers Board Notebooks</p>	<ul style="list-style-type: none"> <li>Diagnosis</li> <li>Direct observation:                             <ul style="list-style-type: none"> <li>– participation</li> <li>– interest</li> <li>– involvement in classroom activities</li> <li>– student's answers</li> <li>– the use of the English language in classroom</li> <li>– homework</li> <li>– punctuality</li> <li>– ...</li> </ul> </li> <li>Formative test</li> <li>Listening test</li> <li>Progress test: reading, use of language and writing</li> <li>Formal oral evaluation (observation grid)</li> <li>Self-evaluation (grid)</li> </ul>
	<p><b>Types of homes</b></p> <ul style="list-style-type: none"> <li>Some typical British homes (Culture)</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Articles: <i>a/an, the</i> or omission of the article</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Talking about British homes</li> </ul>	<p><b>3.2</b></p> <p><b>I need a house</b> (song)</p>	<ul style="list-style-type: none"> <li>Class interaction</li> <li>Completing a song</li> <li>Gap filling</li> <li>Chart filling</li> </ul>		
	<p><b>Favourite rooms at home</b></p> <ul style="list-style-type: none"> <li>Furnishings in a house</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Prepositions of place</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Describing bedrooms</li> <li>Asking about favourite rooms at home</li> </ul>	<p><b>3.3</b></p> <p><b>A room of my own</b></p> <ul style="list-style-type: none"> <li>My favourite room</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue in pairs</li> <li>Correcting wrong information</li> <li>Question/answer</li> <li>Matching</li> <li>Asking questions</li> <li>Word categories</li> <li>Labelling a picture</li> <li>Completing a paragraph</li> <li>Quiz</li> <li>Interviewing a classmate</li> <li>Writing a description</li> <li>Spot the differences</li> <li>Riddles</li> </ul>		

Learning aims	Socio-cultural contents	Language focus	Topics/Texts	Strategies/Activities	Aids	Evaluation
<ul style="list-style-type: none"> <li>• Improve their awareness as to their own and their peers' mistakes.</li> <li>• Develop their ability to reflect upon their own learning and their performance in class.</li> <li>• Evaluate their own progress.</li> </ul> <p><b>Affective</b></p> <ul style="list-style-type: none"> <li>• Be sensitive to the topics.</li> <li>• Interact with their classmates.</li> <li>• Interact with the teacher.</li> <li>• Develop interest and increase their motivation towards the English language.</li> <li>• Participate and engage in the activities they're asked to do.</li> <li>• Participate willingly in the different tasks.</li> <li>• Develop their self-confidence.</li> </ul>	<p><b>Past habits/situations</b></p>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Past simple: <i>to be</i></li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Describing past situations</li> </ul>	<p><b>3.4</b></p> <p><b>Then... and now</b></p> <ul style="list-style-type: none"> <li>• Childhood memories</li> </ul>	<ul style="list-style-type: none"> <li>• Matching stanzas to pictures</li> <li>• Completing a table</li> <li>• Gap filling</li> <li>• Writing a paragraph</li> </ul>		
	<p><b>Home life</b></p> <ul style="list-style-type: none"> <li>• Past experiences</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Past simple: regular verbs</li> <li>• Past simple: irregular verbs</li> </ul>	<p><b>3.5</b></p> <p><b>Happy times</b></p> <ul style="list-style-type: none"> <li>• Interview with Jesse McCartney</li> <li>• Busy (for Me) (song)</li> </ul>	<ul style="list-style-type: none"> <li>• Class interaction</li> <li>• True/false</li> <li>• Writing British equivalents</li> <li>• Question/answer</li> <li>• Completing sentences/a paragraph</li> </ul>		
		<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Talking about finished actions and situations in the past</li> <li>• Asking and answering about past actions</li> </ul>		<ul style="list-style-type: none"> <li>• Writing questions and answers</li> <li>• Research work</li> <li>• Completing an interview/a song</li> <li>• Survey</li> <li>• Board game</li> </ul>		
	<p><b>Festivals</b></p> <ul style="list-style-type: none"> <li>• Valentine's Day</li> </ul>		<p><b>Let's celebrate!</b></p> <ul style="list-style-type: none"> <li>• Valentine's Day</li> <li>• Perfect (song)</li> </ul>	<ul style="list-style-type: none"> <li>• Matching</li> <li>• Writing a definition</li> <li>• Looking for synonyms</li> <li>• Choosing the right words</li> </ul>		
<b>Across curriculum: Geography</b>						

# 3rd term

## UNIT 4 – SCHOOL TIME

Learning aims	Socio-cultural contents	Language focus	Topics/Texts	Strategies/Activities	Aids	Evaluation
<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>Recall knowledge previously acquired.</li> <li>Widen their vocabulary range within the subtopics.</li> <li>Develop strategies for handling vocabulary (deducing, guessing from context...).</li> <li>Be aware of intonation/pronunciation patterns.</li> <li>Improve their reading skills by reading for gist and for specific information.</li> <li>Develop strategies for reading a text.</li> <li>Demonstrate their understanding of oral texts by doing different types of exercises.</li> <li>Personalize the topics of the texts by relating them to their own experience.</li> <li>Infer grammar rules from example sentences.</li> <li>Use the acquired language knowledge to do the required tasks.</li> <li>Develop their speaking skills through participation in class activities.</li> <li>Develop processes for doing various writing tasks.</li> <li>Increase their general knowledge of the school system in the USA and in the UK.</li> <li>Evaluate their own progress.</li> </ul>	<p>School</p> <ul style="list-style-type: none"> <li>School timetables</li> <li>School subjects</li> <li>School rooms and places</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Adjective + preposition</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Describing timetables</li> <li>Expressing likes, dislikes and preferences</li> </ul>	<p><b>4.1</b></p> <p><b>About my school</b></p> <ul style="list-style-type: none"> <li>What do you like about school?</li> </ul>	<ul style="list-style-type: none"> <li>Class interaction</li> <li>Completing sentences</li> <li>True/false</li> <li>Question/answer</li> <li>Writing a paragraph</li> <li>Vocabulary exercises</li> <li>Gap filling</li> <li>Writing sentences</li> <li>Dialogue in pairs</li> </ul>	<p>Student's Book</p> <p>iTeen File</p> <p>Audio CD</p> <p>CD-ROM</p> <p><i>E-manual</i></p> <p>Workbook</p> <p>iTeen Fun</p> <p>PowerPoint presentations</p> <p>Flashcards</p> <p>Slides</p> <p>Teacher's File</p> <p>CD player</p> <p>DVD player</p> <p>Computer</p> <p>Data show</p> <p>Pen drive</p> <p>Film clips</p> <p>Video clips</p> <p>Speakers</p> <p>Board</p> <p>Notebooks</p>	<ul style="list-style-type: none"> <li>Diagnosis</li> <li>Direct observation: <ul style="list-style-type: none"> <li>participation</li> <li>interest</li> <li>involvement in classroom activities</li> </ul> </li> <li>student's answers</li> <li>the use of the English language in classroom</li> <li>homework</li> <li>punctuality</li> <li>...</li> <li>Formative test</li> <li>Listening test</li> <li>Progress test: reading, use of language and writing</li> <li>Formal oral evaluation (observation grid)</li> <li>Self-evaluation (grid)</li> </ul>
	<p>School rules</p> <ul style="list-style-type: none"> <li>Opinions about school</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Modal verbs: <i>can, could, may, must and mustn't</i></li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Expressing ability (in the present and past)</li> <li>Asking for and giving permission</li> <li>Expressing obligation, prohibition and necessity</li> <li>Agreeing and disagreeing</li> </ul>	<p><b>4.2</b></p> <p><b>Different schools</b></p> <ul style="list-style-type: none"> <li>Interview</li> </ul>	<ul style="list-style-type: none"> <li>Answering questions</li> <li>Multiple choice</li> <li>Completing sentences</li> <li>Matching</li> <li>Making sentences</li> <li>Writing rules for an ideal school</li> <li>Comparing results in group</li> <li>Writing a message to send to a school website</li> </ul>		

Learning aims	Socio-cultural contents	Language focus	Topics/Texts	Strategies/Activities	Aids	Evaluation
<p><b>Affective</b></p> <ul style="list-style-type: none"> <li>• Be sensitive to the topics.</li> <li>• Interact with their classmates.</li> <li>• Interact with the teacher.</li> <li>• Show enthusiasm for the tasks.</li> <li>• Participate willingly in the different tasks.</li> <li>• Develop their self-confidence.</li> </ul>	<p><b>Friends</b></p> <ul style="list-style-type: none"> <li>• Friendship</li> <li>• Text message codes</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Plural of nouns</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Discussing opinions</li> </ul>	<p><b>4.3</b></p> <p><b>Best friends</b></p> <ul style="list-style-type: none"> <li>• True Friend (song)</li> </ul>	<ul style="list-style-type: none"> <li>• Class interaction</li> <li>• Sound discrimination</li> <li>• Matching</li> <li>• Decoding a text message</li> <li>• Question/answer</li> <li>• Completing sentences</li> <li>• Choosing the right word</li> <li>• Quiz</li> </ul>		
	<p><b>Extracurricular activities</b></p> <ul style="list-style-type: none"> <li>• Clubs</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Past continuous</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Talking about actions or situations in progress at a certain time in the past</li> </ul>	<p><b>4.4</b></p> <p><b>Online writing</b></p> <ul style="list-style-type: none"> <li>• Mark's blog</li> </ul>	<ul style="list-style-type: none"> <li>• Class interaction</li> <li>• Question/answer</li> <li>• Completing sentences</li> <li>• Ordering and matching</li> <li>• Asking questions</li> <li>• Describing a comic strip</li> <li>• Writing a funny story</li> </ul>		
	<p><b>Bullying</b></p>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• The Imperative</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Talking about bullying</li> <li>• Giving friendly, informal advice</li> <li>• Giving instructions and orders</li> <li>• Asking people to do things</li> <li>• Making suggestions</li> </ul>	<p><b>4.5</b></p> <p><b>Schooldays</b></p> <ul style="list-style-type: none"> <li>• Kristen Stewart</li> <li>• Who says (song)</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting</li> <li>• Table filling</li> <li>• Matching</li> <li>• Question/answer</li> <li>• Class discussion</li> <li>• Completing a song</li> <li>• Completing a paragraph/sentences</li> <li>• Writing sentences</li> <li>• Writing anti-bullying slogans</li> </ul>		
<b>Across curriculum: ICT</b>						