



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

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

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

2nd term

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

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

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

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

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