

| Unit | Titel | Lesson 1 - Reading | Lesson 2 - Writing | Language functions writing (chunks) | Lesson 3 - Listening | Lesson 4 - Speaking | Language functions speaking (chunks) | Lesson 5 - Reading | Lesson 6 - Listening | Grammatica |
|------|------------|--|---|---|---|--|---|--|---|--|
| 1 | History | LEA2-2a Can find and understand specific information in simple material for everyday use LEA2-2d Can understand frequent signs and announcements | SCHA2-2b Can make simple and short notes for himself SCA2-4d Can describe very short and elementary events, past activities and personal experiences (A2+) | * describe events / what happened / plans * asking / giving information * expressing preference * expressing opinion | LUA2-4a Can understand simple, factual information in familiar situations LUA2-5a Can understand and distinguish vital information from short recorded passages about predictable everyday matters | GSA2-1b Can participate to a limited extent in simple conversations about everyday, familiar subjects GSA2-1h Can express preference and opinion in a simple way about familiar, everyday subjects GSA2-1j Can participate in short conversations on topics of interest in an everyday context (A2+) GSA2-4h Can have a simple conversation at a counter GSA2-5g Can ask and answer questions about habits and routines (A2+) SPA2-1e Can give short, simple descriptions of events and activities (A2+) SPA2-1f Can describe plans and arrangements, habits and routines, past activities and personal experiences (A2+) | * describe events / what happened / plans * asking / giving information * describing (people's) habits * expressing preference * expressing opinion | LEA2-2c Can find and understand specific information in lists, overviews and forms LEA2-3c Can understand short descriptive texts about familiar subjects | LUA2-2b Can generally follow changes of topic in formal discussions related to his or her field (A2+) LUA2-5a Can understand and distinguish vital information from short recorded passages about predictable everyday matters | * zwart: herhaling van jr 1, 2 * rood: herhaling binnen jr 3 * paars: nieuw t.o.v. jr 1, 2 * past simple * past continuous * present perfect * past simple vs past continuous * present perfect vs past simple * articles * used to |
| 2 | Creativity | LEA2-1b Can understand elementary standard letters, faxes (information, orders), confirmation letters, etc. or a general notice on familiar subjects (A2+) LEA2-3b Can understand the main message of simple texts in a magazine or newspaper or on a website | SCHA2-4a Can describe familiar things in short, simple sentences SCHA2-4b Can describe a person in short, simple sentences | * asking / offering help * asking / giving advice * giving and following instructions * describing someone / something | LUA2-4b Can understand a brief explanation LUA2-4c Can understand the explanation of the operation of simple device, provided that the device is available | GSA2-3a Can communicate about simple and routine tasks in simple terms to ask for and provide things, to get simple information and to discuss what to do next GSA2-3b Can discuss what to do next, make and respond to suggestions, and ask for and give directions (A2+) GSA2-5a Can exchange limited information about familiar and everyday matters of practical nature GSA2-5i Can give and follow simple tasks and instructions (A2+) SPA2-3a Can give a short, rehearsed, simple presentation on a familiar topic and answer clear questions following the presentation when he or she can ask for repetition and if some help with the formulation of the answer is possible | * asking / offering information * asking / giving advice * making and responding to suggestions * giving and following directions/ instructions * giving an opinion | LEA2-4b Can understand rules and regulations when these are in simple language (A2+) LEB1-3a Can understand important factual information in short reports and articles | LUA2-4a Can understand simple, factual information in familiar situations LUA2-5b Can form an impression of the main content of a factual news item on television. | * present simple * present continuous * present perfect * present simple vs present perfect * present simple vs present continuous * gerund * can / could / may / might / should / ought to / would |

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| 3 | Relationships | LEA2-2a Can find and understand specific information in simple material for everyday use LEB1-1a Can understand personal letters, emails and forms of social media well enough to correspond with someone | SCHA2-1a Can write a simple personal letter via postal mail, email or through other social media SCHA2-1b Can participate in a simple chat session | * inviting/ + react to invitation * asking / giving information * describing what is going to happen * talking about other people's emotions | LUA2-1c Can generally understand clear standard speech on familiar matters that is aimed at him or her, provided he/she can occasionally ask for repetition or rephrasing (A2+) LUA2-5a Can understand and distinguish vital information from short recorded passages about predictable everyday matters listening texts | GSA2-1c Can offer apologies, and respond accordingly GSA2-1d Can invite somebody or accept and reject invitations, make suggestions GSA2-1f Can welcome somebody correctly and make him/her comfortable GSA2-4a Can make appointments GSA2-4g Can order a meal GSA2-5h Can ask and answer questions about pastime and past and future activities (A2+) SPA2-1b Can describe in simple words people, places and possessions | * inviting/ + react and reject to invitation * welcome someone * making appointments * apologising * describing what is going to happen | LEB1-3b Can read simple youth literature | LUA2-4b Can understand a brief explanation LUA2-1b Can understand enough to have simple routine conversations without extreme effort (A2+) | * zwart: herhaling van jr 1, 2 * rood: herhaling binnen jr 3 * paars: nieuw t.o.v. jr 1, 2 * future: will + going to * present simple for future * present continuous for future * passive (present simple, past simple) * relative pronouns incl. whom * have to / had to / must |
| 4 | Advertising | LEA2-2b Can understand simple adverts with few abbreviations LEB1-1b Can understand a formal letter or email well enough to react appropriately | SCHA2-2c Can make simple and short notes for others SCHA2-2a Can fill out standard forms | * describing something * giving personal information * giving reasons and explanations | LUA2-4a Can understand simple, factual information in familiar situations LUB1-4a Can understand simple technical information | GSA2-1e Can ask what other people do and don't like GSA2-1i Can express to (dis)agree with others (A2+) GSA2-2a Can say what he or she thinks about things when he or she is addressed directly in a formal meeting, provided he or she, if necessary, can ask for repetition of key points GSA2-5f Can find out and pass on straightforward factual information (A2+) SPA2-1c Can explain what he or she likes or doesn't like about something (A2+) SPA2-1d Can make comparisons in simple descriptive language and make brief statements about things and possessions (A2+) | * agreeing / disagreeing * liking/disliking * asking / giving information * giving / asking for an opinion * making comparisons | LEB1-2a Can find and understand relevant information in brochures and short official documents on the internet or in other media LEB1-3a Can understand important factual information in short reports and articles | LUA2-2b Can generally follow changes of topic in formal discussions related to his or her field (A2+) LUA2-5c Can recognize the main item in a TV news broadcast that reports on events, accidents etc. and the image supports the comments (A2+) | * present perfect continuous * past perfect * adjectives / adverbs incl exceptions * comparisons * like vs as * should / ought to / had better / would rather * both either neither |
| 5 | Health | LEB1-2a Can find and understand relevant information in brochures and short official documents on the internet or in other media LEB1-3a Can understand important factual information in short reports and articles | SCHA2-4c Can write about everyday aspects of his or her environment in sentences that are connected to each other (A2+) SCHB1-1a Can write personal letters and emails or use other forms of social media describing experiences, feelings and events somewhat in detail | * asking / telling what's going on * reassuring / sympathising / cheering someone up * giving advice * giving personal information | LUB1-1a Can follow clearly articulated speech that is aimed at him or her, but will sometimes have to ask for repetition of certain words and sentences LUB1-4b Can follow detailed instructions | GSA2-2b Can exchange relevant information and give his or her opinion on practical problems when asked directly, provided he or she receives some help with formulation and, if necessary, can ask for repetition of key points (A2+) GSB1-1a Can express emotions and react to other people's emotions GSB1-1b Can give or ask for personal views, comments and opinions in discussions on topics of interest GSB1-3a Can pass on his or her views and reactions regarding possible solutions to problems and taking practical decisions, giving brief reasons and explanations GSB1-4c Can express, handle and report a complaint SPA2-1a Can give information about him/herself and others in a series of short sentences | * asking for repetition / clarification / saying you don't understand * asking /giving an opinion * reassuring / sympathising / cheering someone up * giving reasons and explanations * complaining / handling a complaint | LEB1-4a Can understand clear, unambiguous instructions LEB1-3c Can understand everyday audiovisual material by reading along | LUB1-2a Can generally follow the main points of a comprehensive, informal discussion that is conducted around him or her. LUB1-5d Can understand the headlines of television programmes about familiar topics when these are presented relatively slowly and clearly | * past simple vs present perfect * present simple vs present perfect * past perfect continuous * if-clauses * conjunctions * passive (present continuous, past continuous) + hh passive simple * should/ought to /had better/would rather |

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| 6 | Nature | LEB1-1a Can understand personal letters, emails and forms of social media well enough to correspond with someone LEB1-3a Can understand important factual information in short reports and articles | SCHA2-4d Can describe very short and elementary events, past activities and personal experiences (A2+) SCHB1-4b Can give a description of experiences including feelings and reactions to events | * expressing personal feelings and reactions * asking/giving directions * describing something * persuading | LUB1-5a Can understand the main points of news reports on the radio and simpler recorded material about familiar subjects LUB1-2a Can generally follow the main points of a comprehensive, informal discussion that is conducted around him or her | GSA2-1b Can participate to a limited extent in simple conversations about everyday, familiar subjects GSA2-2b Can exchange relevant information and give his or her opinion on practical problems when asked directly, provided he or she receives some help with formulation and, if necessary, can ask for repetition of key points (A2+) GSA2-3b Can discuss what to do next, make and respond to suggestions, ask for and give directions (A2+) GSB1-1c Can express his or her opinions and reactions regarding solutions for problems or practical issues GSB1-5a Can figure out clear factual information and pass it on SPB1-1a Can give simple descriptions of several familiar subjects within his/her field of interest | * asking/giving directions * describing something * asking and giving factual information; exchanging information * giving practical advice * giving opinion / reaction | LEB1-2b Can search for information on themes within their own area of interest on the internet or in other media (B1+) LEB1-3c Can understand everyday audiovisual material by reading along | LUB1-5d Can understand the headlines of television programmes about familiar topics when these are presented rather slowly and clearly LUB1-5c Can follow many films in which a large part of the storyline is carried by visual effects and action sequences and which are clearly presented in clear language | * present perfect continuous * past perfect continuous * be able to / be allowed to * would have/could have/should have * if clauses * place adverbs / place before time / word order |
| 7 | Ambitions | LEB1-2b Can search for information on themes within their own area of interest on the internet or in other media (B1+) LEB1-4a Can understand clear, unambiguous instructions | SCHB1-1b Can respond to advertisements SCHB1-4a Can give detailed descriptions about familiar subjects within their own field of interest | * telling what you wish or hope * asking/giving information * giving reactions * describing something | LUB1-3a Can follow a lecture or talk within their own field (B1+) LUB1-5d Can understand the headlines of television programmes about familiar topics when these are presented rather slowly and clearly | GSA2-5a Can exchange limited information about familiar and everyday matters of practical nature GSA2-5b Can ask and answer questions about what they do at work and in leisure time GSA2-5h Can ask and answer questions about pastime and past and future activities (A2+) GSB1-5a Can figure out clear factual information and pass it on GSB1-5b Can request and pass on information by telephone SPA2-1g Can tell a story or describe something (A2+) SPB1-1f Can describe dreams, hopes and ambitions | * telling what you wish or hope * asking/giving information * describe events / what happened / plans * talking about work * having a telephone conversation | LEB1-3d Can understand the main theme and most important arguments in simple texts in magazines, newspapers or on the internet (B1+) | LUB1-1a Can follow clearly articulated speech that is aimed at him or her, but will sometimes have to ask for repetition of certain words and sentences. LUB1-5a Can understand the main points of news reports on the radio and simpler recorded material about familiar subjects | * present perfect * past perfect * passive (present simple, past simple, present continuous, past continuous) * modals overview * relative pronouns, incl whom * conjunctions |