

Unit	Titel	Lesson 1 - Reading	Lesson 2 - Writing	Language functions writing (chunks)	Lesson 3 - Listening	Lesson 4 - Speaking	Language functions speaking (chunks)	Grammatica	Lesson 5/6 - Exam prep
1	History	LEA2-2a Can find and understand specific information in simple material for everyday use.  LEA2-3a Can understand specific information in simple texts.	SCHA2-4a Can describe familiar things in short, simple sentences.	* describing something * describing events * describing what happened * remembering	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.  GSA2-4e Can ask and give information about amounts and numbers.  GSA2-5b Can ask and answer questions about what they do at work and in leisure time.  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 for / giving information (also about amounts and numbers) * expressing opinion * starting and ending a presentation * asking for attention	* zwart: herhaling van jr 1, 2 * rood: herhaling binnen jr 3 * paars: nieuw t.o.v. jr 1, 2  * relative pronouns * much/many * past simple, regular and irregular verbs * articles * o'clock * used to  10 new irregular verbs	<b>Reading</b> * strategy: orientation, predicting * exam goal: finding the main theme/idea in a text (fragment)  <b>Listening/Watching</b> * strategy: trigger pre-existing knowledge, predicting * exam goal: finding the main theme/idea in a text (fragment)  <b>Writing</b> * output: notes and short messages * strategy: reading the assignment well, completeness * exam goal: writing a short letter to ask for or give information, to propose or ask for something or react to that, to express feelings and ask about them  <b>Speaking</b> * output: describing an event * strategy: reading the assignment well; preparation * exam goal: describing a person, object or event, also from past or future
2	Creativity	LEA2-2d Can understand frequent signs and announcements.  LEA2-3b Can understand the main message of simple texts in a magazine or newspaper or on a website.	SCHA2-1b Can participate in a simple chat session.  SCHA2-2a Can fill in standard forms.	* introducing yourself to someone * starting and ending a conversation * asking for / giving information * giving an explanation	LUA2-4c Can understand the explanation of the operation of simple device, provided that the device is available.  LUA2-5b Can form an impression of the main content of a factual news item on television.	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.  GSA2-4b Can order and provide daily products and services.  GSA2-4f Can buy something (say what he/she would like and ask for the price).  GSA2-5a Can exchange limited information about familiar and everyday matters of practical nature.  SPA2-2a Can make a previously rehearsed announcement.	* buying / ordering something * asking for / giving information * asking for / giving instructions * making an announcement	* past simple, regular and irregular verbs * present perfect, regular and irregular verbs * possessives mine/of mine etc. * should / shouldn't * can/can't * adverbs of frequency  10 new irregular verbs	<b>Reading</b> * strategy: different kinds of questions and texts * exam goal: indicate what relevant information is in a text and where in accordance with what information is asked for  <b>Listening/Watching</b> * strategy: different kinds of questions and input material * exam goal: indicate what relevant information is in a text and where in accordance with what information is asked for  <b>Writing</b> * output: e-mail or letter * strategy: not using the same words all the time * exam goal: send a brief thanks, greeting or wishes in writing  <b>Speaking</b> * output: order or buy things / food / having a conversation at a counter * strategy: giving descriptions when you do not know the word (anymore) * exam goal: respond adequately in frequent social encounters like greeting someone

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3	Relationships	LEA2-1a Can understand a short, simple (standard) letter.  LEA2-3c Can understand short descriptive texts about familiar subjects.	SCHA2-1a Can write a simple personal letter via postal mail, email or through other social media.  SCHA2-4b Can describe a person in short, simple sentences.	* making an appointment * persuading * describing people's habits * starting and ending a letter / an email	LUA2-1a Can understand what is directly said to him/her in a simple everyday conversation.  LUA2-1b Can understand enough to have simple routine conversations without extreme effort. (A2+)	GSA2-1a Can use simple everyday forms of politeness to greet and call someone.  GSA2-1d Can invite somebody or accept and reject invitations, do suggestions.  GSA2-1f Can welcome somebody correctly and make him/her comfortable.  GSA2-4a Can make appointments.  SPA2-1a Can give information about him/herself and others in a series of short sentences.	* inviting someone/ + reacting to and rejecting an invitation * making an appointment * welcoming someone * describing people's habits	* zwart: herhaling van jr 1, 2 * rood: herhaling binnen jr 3 * paars: nieuw t.o.v. jr 1, 2  * past simple * past continuous * short answers * have to * could/couldn't * may / might (only receptive in phrases)  10 new irregular verbs	<b>Reading</b> * strategy: signal words * exam goal: make connections between parts of a text  <b>Listening/Watching</b> * strategy: deducing meaning of words from the context * exam goal: anticipating the most logical next steps in a conversation  <b>Writing</b> * output: e-mail or letter * strategy: using learnt phrases and examples * exam goal: providing (personal) information in writing  <b>Speaking</b> * output: expressing feelings * strategy: interaction strategies like asking for repetition, talking more slowly, asking for clarification * exam goal: expressing and asking about (personal) feelings
4	Advertising	LEA2-2b Can understand simple adverts with few abbreviations.  LEA2-3c Can understand short descriptive texts about familiar subjects.	SCHA2-1a Can write a simple personal letter via postal mail, email or through other social media.  SCHA2-2b Can make simple and short notes for himself.	* asking for / giving information * offering / refusing something * describing something	LUA2-4a Can generally understand the subject of the discussion around them.  LUA2-5b Can form an impression of the main content of a factual news item on television.	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.  GSA2-4c Can ask for and understand simple information related to traveling and use of public transport.  GSA2-5d Can ask for and give directions, referring to a map or plan.  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 for / giving an opinion * asking for repetition * asking for and giving directions / information * apologising + react to an apology  GSA2-4c Can ask for and understand simple information related to traveling and use of public transport.  GSA2-5d Can ask for and give directions, referring to a map or plan.  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.	* adverbs (place/time) * future (will) * future (to be going to) * must / mustn't * linking words: and, but, because * comparisons, incl. as...as  10 new irregular verbs	<b>Reading</b> * strategy: multiple choice questions * exam goal: comparing information from one or more texts and drawing conclusions  <b>Listening/Watching</b> * strategy: recognizing key words (in texts and answer options) * exam goal: finding the meaning of important elements of a text  <b>Writing</b> * output: formal letter * strategy: letter conventions * exam goal: writing a short letter to ask for or give information, to propose or ask for something or react to that, to express feelings and ask about them  <b>Speaking</b> * output: making a complaint * strategy: using other words or all-encompassing terms when you do not know a word (fruit instead of apple) * exam goal: asking for and giving information

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5	<b>Health</b>	LEA2-2c Can find and understand information in lists, surveys and forms.  LEA2-4a Can understand simple, short and well structured instructions.	SCHA2-2c Can make simple and short notes for others.	* giving personal information * asking / telling what's going on * describing what will happen / what is going to happen * asking for/offering/accepting help	LUA2-4b Can understand a brief explanation.  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+)	GSA2-4d Can ask for things and do simple transactions in public places.  GSA2-4h Can have a simple conversation at a counter.  GSA2-5c Can ask and give personal information.  GSA2-5e Can have a simple telephone conversation.  SPA2-1b Can describe in simple words people, places and possession.	* giving reasons and explanations * asking for something * asking and giving personal information * describing someone/something	* zwart: herhaling van jr 1, 2 * rood: herhaling binnen jr 3 * groen: herhaling van jr 1, 2, 3 * blauw: herhaling van jr 1, 2, 3  * imperative * some/any * can/can't * future (will) * future (to be going to) * gerund  10 new irregular verbs	<b>Reading</b> * strategy: unknown words - using a dictionary / deducing meaning from context * exam goal: finding the meaning of important elements of a text  <b>Listening/Watching</b> * strategy: answering questions - look at complete question, using pauses in audio * exam goal: indicate what relevant information is in a text and where in accordance with what information is asked for  <b>Writing</b> * output: e-mail or letter * strategy: using a dictionary * exam goal: providing (personal) information  <b>Speaking</b> * output: asking for information * strategy: interaction strategies like asking for repetition, talking more slowly, asking for clarification * exam goal: giving and asking for an opinion/conviction
6	<b>Nature</b>	LEA2-3b Can understand the main message of simple texts in a magazine or newspaper or on a website.  LEA2-3d Can understand simple audiovisual material by reading along.	SCHA2-2d Can write short, simple messages about matters of immediate importance.	* giving information * asking for / giving an explanation/clarification * expressing emotion (surprise, relief) * describing a situation	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+)  LUA2-5c Can recognize the main item in a TV news broadcast that reports on events, accidents etc. and the image supports the comments. (A2+)	GSA2-1c Can offer apologies, and respond accordingly.  GSA2-1e Can ask what other people do and don't like.  GSA2-1g Can propose something and react to a proposal.  GSA2-1h Can express preference and opinion in a simple way about familiar, everyday subjects.  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.	* liking/disliking * apologising + react to an apology * expressing preference / opinion * suggesting or proposing something / react to suggestions or proposal	* possessive 's + of * possessives mine/of mine etc. * question tags * present perfect * adverbs / place of adverbs * have to, don't have to  10 new irregular verbs	<b>Reading</b> * strategy: time management & the structure of an exam * exam goal: finding the main theme/idea in a text (fragment)  <b>Listening/Watching</b> * strategy: concentration * exam goal: finding the main theme/idea in a text (fragment)  <b>Writing</b> * output: formal letter * strategy: structure of texts and letters * exam goal: using simple conventions of letter writing  <b>Speaking</b> * output: giving a speech, presentation * strategy: starting again, using different words or phrases * exam goal: describing a person, object or event, also from past or future