

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	<p>LEA2-2a Can find and understand specific information in simple material for everyday use</p> <p>LEA2-4b Can understand rules and regulations when these are in simple language (A2+)</p>	<p>SCHA2-4a Can describe familiar things in short, simple sentences</p> <p>SCHA2-4d Can describe very short and elementary events, past activities and personal experiences (A2+)</p>	<ul style="list-style-type: none"> * describe something * describing events * asking / giving information * remembering 	<p>LUA2-4a Can understand simple, factual information in familiar situations</p> <p>LUA2-5a Can understand and distinguish vital information from short recorded passages about predictable everyday matters</p>	<p>GSA2-1h Can express preference and opinion in a simple way about familiar, everyday subjects</p> <p>GSA2-4e Can ask and give information about amounts and numbers</p> <p>GSA2-5b. Can ask and answer questions about what they do at work and in leisure time</p> <p>GSA2-5c Can ask and give personal information</p> <p>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</p>	<ul style="list-style-type: none"> * asking / giving information * expressing preference * expressing opinion * starting and ending a presentation 	<p>* zwart: herhaling van jr 1, 2 * rood: herhaling binnen jr 3 * paars: nieuw t.o.v. jr 1, 2</p> <p>* past simple * present perfect incl for / since * tags * some / any * much / many / little / few / a little / a few * used to</p> <p>12 new irregular verbs</p>	<p>Reading</p> <ul style="list-style-type: none"> * strategy: orientation, predicting * exam goal: finding the main theme/idea in a text (fragment) <p>Listening/Watching</p> <ul style="list-style-type: none"> * strategy: trigger pre-existing knowledge, predicting * exam goal: finding the main theme/idea in a text (fragment) <p>Writing</p> <ul style="list-style-type: none"> * 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 <p>Speaking</p> <ul style="list-style-type: none"> * 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	<p>LEA2-3b Can understand the main message of simple texts in a magazine or newspaper or on a website</p> <p>LEB1-2a Can find and understand relevant information in brochures and short official documents on the internet or in other media</p>	<p>SCHA2-2a Can fill in standard forms</p> <p>SCHA2-4b Can describe a person in short, simple sentences</p>	<ul style="list-style-type: none"> * describing someone * asking for / giving an explanation * introducing yourself to someone * asking for / giving information 	<p>LUA2-4c Can understand the explanation of the operation of simple device, provided that the device is available</p> <p>LUA2-5b Can form an impression of the main content of a factual news item on television</p>	<p>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</p> <p>GSA2-4b Can order and provide daily products and services</p> <p>GSA2-4f Can buy something (say what he/she would like and ask for the price)</p> <p>GSA2-5a Can exchange limited information about familiar and everyday matters of practical nature</p> <p>GSA2-5e Can have a simple telephone conversation</p> <p>SPA2-2a Can make a previously rehearsed announcement</p>	<ul style="list-style-type: none"> * asking / giving information * buying something * giving and following instructions * phoning 	<p>* past simple * present perfect * past simple vs present perfect * linking words * short answers * s / ' / of</p> <p>12 new irregular verbs</p>	<p>Reading</p> <ul style="list-style-type: none"> * 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 <p>Listening/Watching</p> <ul style="list-style-type: none"> * 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 <p>Writing</p> <ul style="list-style-type: none"> * 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 <p>Speaking</p> <ul style="list-style-type: none"> * 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	LEA2-3c Can understand short descriptive texts about familiar subjects LEB1-3b Can read simple young adult literature	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	* persuading * offer / refusing something * telling what you wish or hope * describing reactions	LUA2-1a Can understand what is directly said to him in a simple everyday conversation LUA2-1b Can understand enough to have simple routine conversations without extreme effort (A2+)	GSA2-1c Can offer apologies, and respond accordingly GSA2-1d Can invite somebody or accept and reject invitations, do suggestions GSA2-1j Can participate in short conversations on topics of interest in an everyday context (A2+) GSA2-5h Can ask and answer questions about pastime and past and future activities (A2+) SPA2-1a Can give information about him/herself and others in a series of short sentences	* inviting/ + react and reject to invitation * apologizing + react to an apology * describe what happened * give a reaction	* zwart: herhaling van jr 1, 2 * rood: herhaling binnen jr 3 * paars: nieuw t.o.v. jr 1, 2 * past continuous * past simple vs past continuous * word order / place of adverbs * adverbs / adjectives * may / might * should / shouldn't 8 new irregular verbs + 4 repeat	Reading * strategy: signal words * exam goal: make connections between parts of a text Listening/Watching * strategy: deducing meaning of words from the context * exam goal: anticipating the most logical next steps in a conversation Writing * output: e-mail or letter * strategy: using learnt phrases and examples * exam goal: providing (personal) information in writing Speaking * 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	LEA2-2d Can understand frequent signs and announcements LEB1-1b Can understand a formal letter or email well enough to react properly	SCHA2-2c Can write short simple messages about issues of immediate importance SCHB1-2b Can fill out detailed forms in which more information is asked	* describing what is going to happen * ask for / offering help * asking for / giving information	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+)	GSA2-1e Can ask what other people do and don't like. 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 through straightforward factual information (A2 +). GSA2-5g Can ask and answer questions about habits and routines (A2+) SPA2-1b Can describe people, places and possessions in a simple way	* liking/disliking * asking / giving information * giving / asking for an opinion * describing habits * asking for repetition	* future * comparing, incl as... as / not as...as * can / can't (kunnen) * be able to * passive (only receptive) * relative pronouns who/which (no that!) 12 irregular verbs repeat	Reading * strategy: multiple choice questions * exam goal: comparing information from one or more texts and drawing conclusions + GT: drawing conclusions with regards to aim of the writer towards his audience, the writer's ideas and feelings Listening/Watching * strategy: recognizing key words (in texts and answer options) * exam goal: finding the meaning of important elements of a text Writing * 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 Speaking * 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	Health	LEB1-3a Can understand important factual information in short reports and articles LEB1-4a Can understand clear and unambiguous instructions	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 * asking /giving a clarification * giving personal information * giving a reaction * asking for/offering/accepting help * sympathize	LUA2-4b Can understand a brief explanation 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	GSA2-3b Can discuss what to do next, making and responding to suggestions, asking for and giving instructions (A2+) GSA2-4d Can ask for things and do simple transactions in public places GSA2-4h Can have a simple conversation at a counter GSA2-5i Can give and follow simple tasks and instructions (A2+) SPA2-1f Can describe plans and arrangements, habits and routines, past activities and personal experiences (A2+)	* giving advice / instructions * describing a situation / something * giving reasons and explanations * asking for something	* zwart: herhaling van jr 1, 2 * rood: herhaling binnen jr 3 * paars: nieuw t.o.v. jr 1, 2 12 irregular verbs repeat	Reading * strategy: unknown words - using a dictionary / deducing meaning from context * exam goal: finding the meaning of important elements of a text Listening/Watching * 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 Writing * output: e-mail or letter * strategy: using a dictionary * exam goal: providing (personal) information Speaking * 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	Nature	LEB1-1a Can understand personal letters, emails and forms of social media well enough to correspond with someone LEB1-3c Can understand everyday audiovisual material by reading along	SCHB1-1b Can react to advertisements SCHB1-4a Can give detailed descriptions about familiar subjects within their own field of interest	* giving information * starting and ending a formal letter / email * describing a situation * telling what you wish or hope	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+) LUB1-5a Can understand the main points of news reports on the radio and simpler recorded material about familiar subjects	GSA2-1b Can participate to a limited extent in simple conversations about everyday, familiar subjects GSA2-1g Can propose something and react to a proposal GSA2-1i Can express to (dis)agree with others (A2+) 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+) SPA2-1g Can tell a story or describe something (A2+)	* agreeing / disagreeing * proposing something and reacting to a proposal * asking for and giving an opinion * expressing emotions	* present perfect vs past simple * adverbs vs adjectives * place of adverbs * have to / had to * articles * mine / of mine 12 irregular verbs repeat	Reading * strategy: time management & the structure of an exam * exam goal: finding the main theme/idea in a text (fragment) + GT: recognizing certain stylistic choices Listening/Watching * strategy: concentration * exam goal: finding the main theme/idea in a text (fragment) Writing * output: formal letter * strategy: structure of texts and letters * exam goal: using simple conventions of letter writing Speaking * 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