



Утверждаю
Зам. директора по общим вопросам
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**АВТНОМНАЯ НЕКОММЕРЧЕСКАЯ ОРГАНИЗАЦИЯ ДОПОЛНИТЕЛЬНОГО
ОБРАЗОВАНИЯ ЛИНГВИСТИЧЕСКИЙ ЦЕНТР
«ОКСФОРД»
Образовательные программы.**

Дополнительное образование взрослых.

УМК «Outcomes Elementary (A1 - A2)»
144 академических часа

Новосибирск, 2022

Учебно-тематическое планирование
УМК «Outcomes Elementary».
144 ак.ч.

	ac. hours	Grammar	Vocabulary	Abilities/students learn how to
Entry lesson + entry test (2 ac. hours)				
Module 1	10	<i>Be</i> Present Simple <i>There is/there are</i>	Countries Jobs and workplaces Describing places	Describe people and places Introducing yourself Explain where you are from Talk about jobs and where you work Ask and answer common questions Say more about your town/city
Module 1 Test (online)				
Module 2	10	Verb patterns Adverbs of frequency Countable and uncountable nouns	Free-time activities Daily life In an English class	Talk about free-time activities Discuss what you like – and don't like Arrange to meet Describe your daily life Talk about how often – and when – you do things Use more English in class
Module 2 Test (online)				
Module 3	10	Prepositions of place Pronouns, possessive adjectives and 's <i>Can/can't</i>	Local facilities In the house Understanding vocabulary: collocations	Talk about the area you live in Name things you often buy and do Explain where things are Explain what you need to do Describe your house/flat Ask people to do things
Module 3 Test (online)				

Module 4	10	Past Simple Past Simple Negatives Past Simple questions	Holiday and weekend activities Months, seasons and dates Going on holiday	Talk about what you did in the past Comment on what people tell you Talk about dates and months Ask and answer questions about holidays
Module 4 Test (online)				
Module 5	10	<i>This/these/that/those</i> Present Continuous	Describing what you want Department stores	Describe what you want Talk to a shop assistant Understand prices Talk about department stores Talk about things happening now Give excuses Follow directions in a store
Module 5 Test (online)				
Module 6	10	Modifiers Comparatives	School and university Courses Languages	Describe classmates and teachers Name school and university subjects Talk about courses you're doing Talk about languages and education Give opinions about what's better
Review Test 1-6 (online)				
Module 7	10	<i>Have to/don't have to</i> Auxiliary verbs	Relationships Jobs and activities in the home Describing people	Talk about your family Express surprise Give opinions about family life Talk about things that are necessary or not necessary Talk about people you know
Module 7 Test (online)				
Module 8	10	<i>Going to</i> <i>Would like to + verb</i>	Common activities Life events and plans For and against	Talk about people's plans Make simple suggestions Talk about things you'd like to do Discuss government plans Give basic opinions and reasons

Module 8 Test (online)				
Module 9	9	Present Perfect Past Participles	Problems Describing experiences	Talk about places you've been to Recommend places Explain and ask about problems Talk about experiences
Revision and Mid-Year Test (3)				
Module 9 Test (online)				
Module 10	12	<i>Too much, too many and not enough</i> Superlatives	Trains and stations Transport	Talk about train travel Buy tickets Talk about the time Talk about transport where you live Recommend places
Module 10 Test (online)				
Module 11	8	<i>Me too, me neither</i> and auxiliaries Explaining quantity	Restaurants Food Understanding vocabulary: forming negatives by adding <i>un-</i>	Order and pay in restaurants Understanding menus Describe different kinds of food Agree and disagree with statements Talk about what you eat
Module 11 Test (online)				

Module 12	10	<i>Should/shouldn't</i> <i>Because, so and after</i>	Health problems Feelings In the news	Talk about health problems Give advice Say no to offers and advice Talk about how you feel and why Understand some news stories
Module 12 Test (online)				
Module 13	8	<i>Might and be going to</i> Present Perfect to say how long	Weather The country and the city Animals	Talk about the weather Talk about possibilities in the future Ask for more details Talk about the countryside and the city Talk about animals Talk about duration
Module 13 Test (online)				
Module 14	10	<i>Will/won't</i> for predictions Adjective + verb	Describing films, plays and musicals Life and society	Give your opinion about films, plays and musicals Ask for descriptions and opinions Discuss news and newspapers Make predictions about the future Talk about society and social issues
Final Test (2 ac. hours)				

Unit 1. People and places. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Speaking and Pronunciation
1. Where are you from?	2	<i>Be</i>	Countries	Language school interview	<i>Which part?</i> Saying where you're from
(pages 6-9)	Lesson Aims	To check students' understanding of how to use <i>be</i> in the present tense	To introduce the theme of the lesson and a set of key, useful vocabulary using photos To introduce and practice ways of saying countries and parts of the world	To help train students to hear specific words or specific pieces of information	To encourage students to get to know each other and learn each other's names To introduce and practice asking and answering questions about where a person is from To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1) (10,11,13)	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (2,4,5) Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (5,6) Can produce simple mainly isolated phrases about people and places. (A1) (7)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (2,3) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (12)	Has a very basic range of simple expressions about personal details and needs of a concrete type. (A1) (1) Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (3) Can ask and answer questions about themselves and other people, where they live, people they know, things they have. (A1) (1) Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (4) Can write simple isolated phrases and sentences. (A1) (8)

					<p>Can ask and answer questions about themselves and other people, where they live, people they know, things they have. (A1) (9)</p> <p>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (12)</p> <p>Can ask and answer questions about themselves and other people, where they live, people they know, things they have. (A1) (13)</p> <p>Can ask and answer questions about themselves and other people, where they live, people they know, things they have. (A1) (14)</p>
	Communicative Outcomes	<p>Students will practice asking and saying where they are from; The lesson introduces countries and the verb <i>be</i></p>			

Lesson	Ac. hours	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
2. What do you do?	2	Jobs and workplaces	<i>What do you do?</i>		
(pages 10-11)	Lesson Aims	To introduce and practice words for jobs and workplaces	To practice listening for specific words	To practice reading for comprehension and forming questions	To practice the weak pronunciation of <i>do you</i> To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (1,3)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (5)	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. (A1) (7)	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (2,4) Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (6) Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (8)
	Communicative Outcomes	Students talk about jobs and workplaces; The lesson introduces the Present Simple affirmative and question forms			

Lesson	Ac. hours	Grammar	Reading and Writing	Speaking and Pronunciation
3. What do you do?	2	Present Simple		
(pages 10-11)	Lesson Aims	To introduce and practice the Present Simple	To practice reading for comprehension and forming questions	To practice the weak pronunciation of <i>do you</i> To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1) (9,10,12)	Can write simple isolated phrases and sentences. (A1) (11) Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. (A1) (13)	Can produce simple mainly isolated phrases about people and places. (A1) (11) Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (14,15) Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (15) Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (16)
	Communicative Outcomes	Students talk about jobs and workplaces; The lesson introduces the Present Simple affirmative and question forms		

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and Pronunciation
4.A nice place to live (pages 12-13)	2	Describing places		
	Lesson Aims	To introduce and practice words to describe places	To give students practice in reading for general understanding and for specific information	To practice the weak pronunciation of <i>there is</i> and <i>there are</i> To practice the sounds /l/, /r/, /w/ and /j/
	CEF mapping Framework (exercises)	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations (A1) (1,2,3)	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (A1) (6,7)	Can produce simple mainly isolated phrases about people and places. (A1) (4) Can produce simple mainly isolated phrases about people and places. (A1) (5)
	Communicative Outcomes	Students describe places		

Lesson	Ac. hours	Grammar	Listening	Reading and Writing	Speaking and Pronunciation
5.A nice place to live (page 13)	2	<i>There is/there are</i>			
	Lesson Aims	To introduce and practice <i>there is/there are</i>	To listen and write down words in continuous speech	To give students practice in reading for general understanding and for specific information	To practice the weak pronunciation of <i>there is</i> and <i>there are</i> To practice the sounds /l/, /r/, /w/ and /j/
	CEF mapping Framework (exercises)	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1) (8,9,11)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (13)	Can write simple isolated phrases and sentences. (A1) (13)	Can produce simple mainly isolated phrases about people and places. (A1) (11) Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (10) Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (12)
	Communicative Outcomes	Students describe places			
Unit 1 Test. Online (as homework)					

Unit 2. Free time. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
1.Do you want to come? (pages 14-16)	2	Free-time activities	<i>Do you like?</i>	Arrangements
	Lesson Aims	To introduce the theme of the lesson and practice a set of key, useful vocabulary using photos	To help train students to hear specific pieces of information	To recycle adjectives from Unit 1 and practice speaking about activities To practice asking and answering questions about likes and dislikes
	CEF mapping Framework (exercises)	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations (A1) (1,3,4) Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. (1)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (4)	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (2) Can describe him/herself, what he/she does and where he/she lives. (A1) (2) Can produce simple mainly isolated phrases about people and places. (A1) (3) Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (5) Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (6)
	Communicative Outcomes	Students will practice talking about activities they like and dislike, and making arrangements		

Lesson	Ac. hours	Grammar	Listening and Writing	Speaking and Pronunciation
2.Do you want to come? (pages 16-17)	2	Verb patterns	<i>Do you like?</i>	Arrangements
	Lesson Aims	To introduce and practice verbs followed by <i>-to</i> + infinitive or the <i>-ing</i> form	To help train students to hear specific pieces of information	To recycle adjectives from Unit 1 and practice speaking about activities To practice asking and answering questions about likes and dislikes To practice the weak pronunciation of <i>to</i> To introduce and practice ways of making arrangements using the Present Simple To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1) (7,8,10)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (12) Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. (A1) (12) Can write simple isolated phrases and sentences. (A1) (8,10)	Can describe him/herself, what he/she does and where he/she lives. (A1) (11) Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (9) Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (14) Can discuss what to do, where to go and make arrangements to meet. (A2) (15,16)
	Communicative Outcomes	Students will practice talking about activities they like and dislike, and making arrangements		

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
3. I usually finish at five	2	Adverbs of frequency	Daily life			
(pages 18-19)	Lesson Aims	Adverbs of frequency	To introduce and practice activities in daily life		To give students practice in reading for general understanding and for specific information	To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1) (4,5) Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1) (10)	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (1,3)		Can write simple isolated phrases and sentences. (A1) (5,7) Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (A1) (8,9)	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (2) Can describe him/herself, what he/she does and where he/she lives. (A1) (6) Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) Can indicate time by such phrases as next week, last Friday, in November, three o'clock. (A1) (11)
	Communicative Outcomes	Students ask about everyday activities and how often they do them				

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
4. A lot of homework (pages 20 - 21)	2	In an English class	In an English class	
	Lesson Aims	To introduce and practice phrases used in an English class	To give students practice in listening for gist and for specific information	To practice describing English language-learning experiences To practice sounds /k/, /g/, /s/ and /z/; To listen and write down words in continuous speech
	CEF mapping Framework (exercises)	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (2,3,4)	Can generally identify the topic of discussion that is conducted slowly and clearly. (A2) (5) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (5,6,7)	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (1) Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (4) Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (8)
	Communicative Outcomes	Students learn some classroom language and practice classroom conversations		

Lesson	Ac. hours	Grammar	Listening	Reading and Writing	Speaking and Pronunciation
5. A lot of homework (page 21)	2	Countable and uncountable nouns	In an English class		
	Lesson Aims	To introduce and practice countable and uncountable nouns	To give students practice in listening for gist and for specific information		To practice describing English language-learning experiences To practice sounds /k/, /g/, /s/ and /z/; To listen and write down words in continuous speech
	CEF mapping Framework (exercises)	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1) (9)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (15)	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. (A1) (10) Can write simple isolated phrases and sentences. (A1) (12) Can write simple isolated phrases and sentences. (A1) (15)	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (11) Can describe him/herself, what he/she does and where he/she lives. (A1) (13) Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (14)
	Communicative Outcomes	Students learn some classroom language and practice classroom conversations			
Video 1 + Review (as homework)					
Unit 2 Test. Online (as homework)					

Unit 3. Home. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Grammar	Vocabulary	Reading and Writing	Speaking and Pronunciation
1. Is there one near here? (pages 24-27)	2	Prepositions of place	Local facilities		
	Lesson Aims	To introduce and practice prepositions of place	To introduce the theme of the lesson and practice a set of key, useful vocabulary using photos To introduce and practice words to describe local facilities		To encourage students to revise places and adjectives from unit 1 To introduce and practice ways of asking for information To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)		Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (1,3,4) Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (2) Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (4)	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (A1) (5)	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (2) Can describe him/herself, what he/she does and where he/she lives. (A1) (1) Can describe him/herself, what he/she does and where he/she lives. (A1) (3) Can ask for and give directions referring to a map or plan. (A2) (6)
	Communicative Outcomes	Students will practice talking about local facilities in their towns, and saying where they are			

Lesson	Ac. hours	Listening	Speaking and Pronunciation
2. Is there one near here? (page 27)	2	Asking about shops and other places	
	Lesson Aims	To help train students to listen for gist and for specific information	To encourage students to revise places and adjectives from unit 1 To introduce and practice ways of asking for information To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (7,8)	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (9,10) Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. (A1) Can ask for and give directions referring to a map or plan. (A2) (11)
	Communicative Outcomes	Students will practice talking about local facilities in their towns, and saying where they are	

Lesson	Ac. hours	Grammar	Vocabulary	Reading and Writing	Speaking and Pronunciation
3.Family home (pages 28 - 29)	2	Pronouns, possessive adjectives and 's	In the house		Asking for information
	Lesson Aims	To introduce and practice the use of subject and object pronouns, possessive adjectives and the possessive 's	To introduce and practice rooms and furniture	To help train students to read for general understanding and for specific information	To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1) (10,11)	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (1,3,5) Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1)	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. (A1) (1, 3, 5) Can write simple isolated phrases and sentences. (A1) (4) Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (A1) (6,7)	Can describe him/herself, what he/she does and where he/she lives. (A1) (2,3) Can produce simple mainly isolated phrases about people and places. (A1) (9) Can produce simple mainly isolated phrases about people and places. (A1) (12) Can ask and answer questions about themselves and other people, where they live, people they know, things they have. (A1) (13,14) Can produce simple mainly isolated phrases about people and places. (A1) (14)
	Communicative Outcomes	Students talk about rooms and furniture and what families do at home			

Lesson	Ac. hours	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
4.Can you help me? (pages 30-31)	2	Collocations	Problems at home		
	Lesson Aims	To introduce and practice the most important kinds of collocations To listen and write down words in continuous speech	To give students practice in listening for gist and for specific words		To practice language from the lesson in a free, communicative, personalized speaking activity To practice the sounds /f/, /v/, /p/ and /b/
	CEF mapping Framework (exercises)	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (5,6)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (3,4)	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (A1)	Can produce simple mainly isolated phrases about people and places. (A1) (2) Can ask people for things, and give people things. (A1) (2) Can produce simple mainly isolated phrases about people and places. (A1) (7)
	Communicative Outcomes	Students practice talking about problems and solutions, and asking people to do things, using can/can't			

Lesson	Ac. hours	Grammar	Listening	Reading and Writing	Speaking and Pronunciation
5.Can you help me? (pages 30-31)	2	<i>Can/can't</i>			
	Lesson Aims	To introduce and practice <i>can't</i> to say something is impossible, and <i>can</i> to ask someone to do something or to ask for permission	To give students practice in listening for gist and for specific words		To practice language from the lesson in a free, communicative, personalized speaking activity To practice the sounds /f/, /v/, /p/ and /b/
	CEF mapping Framework (exercises)	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1) (9)	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. (A1) (8) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (16)	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (A1) Can write simple isolated phrases and sentences. (A1) (11) Can write simple isolated phrases and sentences. (A1) (16)	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (10) Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (12) Can write simple isolated phrases and sentences. (A1) (13) Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (14) Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (15)
	Communicative Outcomes	Students practice talking about problems and solutions, and asking people to do things, using <i>can/can't</i>			

Unit 3 Test. Online (as homework)

Unit 4. Holidays. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1.I had a great weekend	2	Past Simple	Holiday and week-end activities	Talking about the weekend		<i>That sounds...</i>
(pages 32 - 35)	Lesson Aims	To introduce and practice the Past Simple	To introduce the theme of the lesson and practice a set of key, useful vocabulary using photos	To help train students to listen for gist and for specific phrases		To introduce and practice ways of using the expression <i>that sounds ...</i> to comment on what people say To help train students to hear the /t/, /d/ or /id/ pronunciation of -ed in regular past forms Tp practice language from the lesson in a free, communicative, personalized speaking activit
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (5,6,7)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,3)	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2) (2) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (3)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (1) Can write very short, basic descriptions of events, past activities and personal experiences. (A2) (8)	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (2) Can say what he/she likes and dislikes. (A2) (4) Can say what he/she likes and dislikes. (A2) (4)
	Communicative Outcomes	Students will practice talking about past activities				

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and Pronunciation
2.I had a great weekend (page 35)	2	Holiday and weekend activities		<i>That sounds...</i>
	Lesson Aims	To introduce the theme of the lesson and practice a set of key, useful vocabulary using photos		To introduce and practice ways of using the expression <i>that sounds ...</i> to comment on what people say To help train students to hear the /t/, /d/ or /id/ pronunciation of –ed in regular past forms To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Can control a narrow repertoire dealing with concrete everyday needs. (A2) (9,10)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) Can write very short, basic descriptions of events, past activities and personal experiences. (A2)	Can participate in short conversations in routine contexts on topics of interest. (A2) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution. (A2) (9,10)
	Communicative Outcomes	Students will practice talking about past activities		

Lesson	Ac. hours	Grammar	Vocabulary	Listening and Writing	Speaking and Pronunciation
3.A public holiday	2	Past Simple negatives	Months, seasons and dates	Talking about a public holiday	
(pages 36 - 37)	Lesson Aims	To introduce and practice Past Simple negatives	To introduce and practice months, seasons and dates	To give students practice in listening for gist and for specific words	To practice language from the lesson in a free, communicative, personalized activity
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (10,11,12)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (9)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (3) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (6,7,8) Can write very short, basic descriptions of events, past activities and personal experiences. (A2) (13)	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2) (2,5) Can exchange limited information on familiar and routine operational matters. (A2) (4) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (7) Can give short, basic descriptions of events and activities. (A2) (9) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (13)
	Communicative Outcomes	Students talk about months, seasons and dates; They talk about what they normally do on public holidays, and what they did on the last one			

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and Pronunciation
4. Did you go anywhere nice? (pages 38 – 39)	2	Going on holiday		
	Lesson Aims	To introduce and practice language for talking about things people do on holiday	To give students practice in reading for general understanding and for specific information	To practice language from the lesson in a free, communicative, personalized speaking activity To practice the fast pronunciation of <i>did you</i> To practice language from the lesson in a free, communicative, personalized speaking activity; To practice asking questions in the Past Simple
	CEF mapping Framework (exercises)	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2) (1) Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	Can understand short simple personal letters. (A2) (3) Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (4,5)	Can ask and answer questions about what they do at work and in free time. (A2) (2) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (A2)
	Communicative Outcomes	Students practice talking about where they usually go on holiday, where they went recently and what they did there		

Lesson	Ac. hours	Grammar	Vocabulary	Speaking and Pronunciation
5. Did you go anywhere nice? (page 39)	2	Past Simple questions		
	Lesson Aims	To introduce and practice Past Simple questions	To introduce and practice language for talking about things people do on holiday	To practice language from the lesson in a free, communicative, personalized speaking activity To practice the fast pronunciation of <i>did you</i> To practice language from the lesson in a free, communicative, personalized speaking activity; To practice asking questions in the Past Simple
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (7)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (A2) Can ask and answer questions about pastimes and past activities. (A2) (9) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (8) Can ask and answer questions about pastimes and past activities. (A2) Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (10,11,12)
	Communicative Outcomes	Students practice talking about where they usually go on holiday, where they went recently and what they did there		
Video 2 + Review 2 (as homework)				
Unit 3 Test. Online (as homework)				

Unit 5. Shops. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1.How much is that red one? (pages 42 - 45)	2	Describing what you want	At the market		Questions in shop
	Lesson Aims		To help train students to listen for specific information		To introduce and practice common questions used in shops To practice the main stress in numbers To practice talking about prices To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,3,4)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (4,5)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (4,5)	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (2) Can ask about things and make simple transactions in shops, post offices or banks. (A2) (1,2,3) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (4,5) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (6,7)
	Communicative Outcomes	Students will practice asking questions in shops			

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
2.How much is that red one? (page 45)	2	<i>This/these/that/those</i>	Describing what you want	At the market		Questions in shop
	Lesson Aims	To introduce and practice <i>this/these/that and those</i>		To help train students to listen for specific information		To introduce and practice common questions used in shops To practice the main stress in numbers To practice talking about prices To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.(A2) (10)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (11)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (4,5)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (9)	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. (A2) (8) Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. (A2) Can ask about things and make simple transactions in shops, post offices or banks. (A2) Can give and receive information about quantities, numbers, prices etc. (A2) Can make simple purchases by stating what is wanted and asking the price. (A2) (12)
	Communicative Outcomes	Students will practice asking questions in shops				

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and Pronunciation
3.They're having a sale (pages 46 - 47)	3	Present Continuous		
	Lesson Aims	To introduce and practice the use of the present continuous to talk about present actions or situations that are temporary and not finished	To help train students to do a jigsaw reading – reading for specific information then sharing what they find in a text with a partner	To practice language from the lesson in a free, communicative, personalized speaking activity To practice the pronunciation of the short forms of <i>am, is</i> and <i>are</i> when saying Present Continuous sentences
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (7,9,10,11)	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (2,3,4) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (5)	Can ask and answer questions about habits and routines. (A2) Can ask and answer questions about pastimes and past activities. (A2) (1) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (5) Can generally identify the topic of discussion around him/her which is conducted slowly and clearly. (A2) (6) Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list. (A2) (6) Can participate in short conversations in routine contexts on topics of interest. (A2) (11) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (8)
Communicative Outcomes	Students practice talking about things that are temporary or happening now, and practice making excuses			

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and Pronunciation
4.Do you sell? (pages 48 – 49)	2	Department stores		Questions in shop
	Lesson Aims	To introduce and practice words connected with department stores		Students talk about shops, department stores and profit-sharing To practice language from the lesson in a free, communicative, personalized speaking activity To practice the sounds
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (3,4)	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (1,2) Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (4)	Can generally identify the topic of discussion around him/her which is conducted slowly and clearly. (A2) (1,2) Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list. (A2) (1,2)
	Communicative Outcomes	Students talk about parts of a department store and give directions in a store		

Lesson	Ac. hours	Listening	Reading and Writing	Speaking and Pronunciation
4.Do you sell? (pages 48 – 49)	2	In a department store		Questions in shop
	Lesson Aims	To give students practice in listening for gist and for specific information To listen and write down words in continuous speech		Students talk about shops, department stores and profit-sharing To practice language from the lesson in a free, communicative, personalized speaking activity To practice the sounds
	CEF mapping Framework (exercises)	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2) (5) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (6) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (11)	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2) (11)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (7) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (8,9) Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. (A2) Can ask about things and make simple transactions in shops, post offices or banks. (A2) (9) Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next. (A2) (9) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (10)
	Communicative Outcomes	Students talk about parts of a department store and give directions in a store		

Unit 3 Test. Online (as homework)

Unit 6. Education. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Vocabulary and Grammar	Listening	Reading and Writing	Speaking and Pronunciation
1.What are you studying? (pages 50 - 53)	2	School and university	<i>What are you studying?</i>		<i>How's the course going?</i>
	Lesson Aims	To introduce a set of key, useful vocabulary using photos To introduce and practice adjectives to talk about school and university	To help train students to listen for specific information and for specific words and phrases		To practice hearing and saying the weak pronunciation of <i>are</i> in questions To introduce and practice ways of asking about a course To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for the expression of basic communicative needs (A2) (1,3) Has a sufficient vocabulary for the expression of basic communicative needs (A2) (1,2,4) Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (7)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (6,7)	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2) (10)	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (2) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (A2) (3) Can generally identify the topic of discussion around him/her which is conducted slowly and clearly. (A2) Can explain what he/she likes or dislikes about something. (A2) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (5) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (A2) (8) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (8) Can ask for and provide personal information. (A2) (11)
Communicative Outcomes	Students will practice talking about school and university; they will talk about how a course of study is going				

Lesson	Ac. hours	Vocabulary	Speaking and Pronunciation
2.Learning and training (pages 53 - 54)	2	Courses	
	Lesson Aims	To introduce and practice asking and answering questions about courses	
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for the expression of basic communicative needs (A2) (1,2)	<p>Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) (p. 53:12)</p> <p>Can give short, basic descriptions of events and activities. (A2) Can explain what he/she likes or dislikes about something. (A2) (p. 53:13)</p> <p>Can participate in short conversations in routine contexts on topics of interest. (A2) (p. 53:14)</p> <p>Can ask for and provide personal information. (A2) (p. 53:14)</p> <p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (p. 53:14)</p> <p>Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (A2) (2)</p> <p>Can ask for and provide personal information. (A2) (3,4)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (4)</p> <p>Can generally identify the topic of discussion around her which is conducted slowly and clearly. (A2) (9)</p> <p>Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (A2) (9)</p> <p>Can ask and answer questions about pastimes and past activities. (A2) (9)</p> <p>Can participate in short conversations in routine contexts on topics of interest. (A2) (10)</p> <p>Can ask and answer questions about what they do at work and in free time. (A2) (10)</p> <p>Can describe people, places and possessions in simple terms. (A2) (12)</p>
	Communicative Outcomes	Students talk about courses	

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Speaking and Pronunciation
3.Learning and training (pages 54 - 55)	2	Modifiers		Talking about different courses	
	Lesson Aims	To introduce and practice the modifiers <i>very</i> , <i>really</i> and <i>quite</i>	To introduce and practice asking and answering questions about courses	To give students practice in listening for gist and for specific words	
	CEF mapping Framework (exercises)	<p>Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (8)</p> <p>Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (11,12)</p>	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (5)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (6,7)	<p>Can generally identify the topic of discussion around her which is conducted slowly and clearly. (A2) (9)</p> <p>Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (A2) (9)</p> <p>Can ask and answer questions about pastimes and past activities. (A2) (9)</p> <p>Can participate in short conversations in routine contexts on topics of interest. (A2) (10)</p> <p>Can ask and answer questions about what they do at work and in free time. (A2) (10)</p> <p>Can describe people, places and possessions in simple terms. (A2) (12)</p>
	Communicative Outcomes	Students talk about courses			

Lesson	Ac. hours	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
4.Growing up bilingual (page 56)	2	Languages			
	Lesson Aims	To introduce and practice languages and countries	To listen and write down words in continuous speech	To help train students to read for specific information, and to interpret views expressed on the writer's opinion	To practice language from the lesson in a free, communicative, personalized speaking activity To practice the sounds
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1) Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (5,6,7) Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	Can participate in short conversations in routine contexts on topics of interest. (A2) (2) Can describe people, places and possessions in simple terms. (A2) (2) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) Can agree and disagree with others. (A2) (6,8) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (A2) (8)
	Communicative Outcomes	Students practice talking about bilingual school and comparing things			

Lesson	Ac. hours	Grammar	Listening	Reading and Writing	Speaking and Pronunciation
5. Growing up bilingual (pages 56 - 57)	2	Comparatives			
	Lesson Aims	To introduce and practice comparatives	To listen and write down words in continuous speech	To help train students to read for specific information, and to interpret views expressed on the writer's opinion	To practice language from the lesson in a free, communicative, personalized speaking activity To practice the sounds
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (9,10,11,12)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	Can ask for and provide personal information. (A2) (12) Can describe his/her family, living conditions, educational background, present or most recent job. (A2) (13) Can agree and disagree with others. (A2) (14) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (15)
	Communicative Outcomes	Students practice talking about bilingual school and comparing things			
Video 3 + Review 3 (as homework)					
Review Test 1 (units 1-6) (as homework)					

Unit 7. People I know. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Speaking and Pronunciation
1.Cousins, aunts and uncles (pages 60 - 63)	2	Auxiliary verbs	Relationships	My family	Adding information
	Lesson Aims	To introduce and practice the use of auxiliary verbs in short answers	To introduce the theme of the lesson and practice a set of key, useful vocabulary using photos To introduce and practice words to describe people in a family	To help train students to listen for gist and for specific information	To introduce and practice ways of adding information To practice language from the lesson in a free, communicative, personalized speaking activity To practice language from the lesson in a free, communicative, personalized speaking activity
		Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (7,8)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,3) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,2,3)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (5,6)	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (2) Can describe people, places and possessions in simple terms. (A2) (4) Can participate in short conversations in routine contexts on topics of interest. (A2) (9,10,11) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (9,10,11) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (12, 13) Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (14) Can ask for and provide personal information. (A2) (15) Can participate in short conversations in routine contexts on topics of interest. (A2) (15) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (15)
Communicative Outcomes	Students will practice talking about local facilities in their town and say where they are				

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and pronunciation
2.I have to do a lot of housework (pages 64 - 65)	2	Jobs and activities in the home		
	Lesson Aims	To introduce and practice jobs and activities in the home	To help train students to read for a general understanding and for specific information	To introduce the ideas in the main text and elicit a personal response To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,2)	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (5,6)	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) Can explain what he/she likes or dislikes about something. (A2) (3) Can describe his/her family, living conditions, educational background, present or most recent job. (A2) Can explain what he/she likes or dislikes about something. (A2) (4) Can explain what he/she likes or dislikes about something. (A2) (7)
	Communicative Outcomes	Students talk about jobs and activities at home; they discuss family life		

Lesson	Ac. hours	Grammar	Speaking and pronunciation
3.I have to do a lot of housework (page 65)	2	<i>Have to/don't have to</i>	
	Lesson Aims	To introduce and practice the use of <i>have to</i> and <i>don't have to</i> to talk about what it is necessary or not necessary to do	To introduce the ideas in the main text and elicit a personal response To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (8,9,10)	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (11) Can explain what he/she likes or dislikes about something. (A2) (12,13,14) Can agree and disagree with others. (A2)(12,13,14)
	Communicative Outcomes	Students talk about jobs and activities at home; they discuss family life	

Lesson	Ac. hours	Listening	Reading and Writing	Speaking and Pronunciation
4.My circle of friends (page 66)	2			
	Lesson Aims	To give students practice in listening for general and specific understanding To listen and write down words in continuous speech		To give students practice in reading for general understanding; to share ideas and introduce the theme of the lesson To practice language from the lesson in a free, communicative, personalized speaking activity To practice the sounds
	CEF mapping Framework (exercises)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (2,3,4)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (1)	Can describe people, places and possessions in simple terms. (A2) (1) Can expand learned phrases through simple recombinations of their elements. (A2) (4) Can describe people, places and possessions in simple terms. (A2) (5)
	Communicative Outcomes	Students practice talking about friends and people they know		

Lesson	Ac. hours	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
5.My circle of friends (pages 66 – 67)	2				
	Lesson Aims	To introduce and practice adjectives to describe people	To listen and write down words in continuous speech		To give students practice in reading for general understanding; to share ideas and introduce the theme of the lesson To practice language from the lesson in a free, communicative, personalized speaking activity To practice the sounds
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (6,7,8)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (12)	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2) (12)	Can describe people, places and possessions in simple terms. (A2) (8) Can describe people, places and possessions in simple terms. (A2) (9,10) Can ask for and provide personal information. (A2) (9,10) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (11)
	Communicative Outcomes	Students practice talking about friends and people they know			

Test Unit 7 (as homework)

Unit 8. Plans. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1. What are your plans? (pages 68 - 70)	2	Common activities			Making suggestions
	Lesson Aims	To introduce the theme of the lesson and practice a set of key, useful vocabulary using photos To introduce and practice words for common activities	To help train students to listen for gist and for specific information		To introduce the topic and find out what language students know for activities and going out To help train students to notice and say the correct pronunciation of going to in fast speech To introduce and practice ways of making suggestions To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for the expression of basic communicative needs (A2) (1) Has a sufficient vocabulary for the expression of basic communicative needs (A2) (2,3)	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2) (4) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (5)	Can expand learned phrases through simple recombinations of their elements. (A2) (3)	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (2) Can ask and answer questions about pastimes and past activities. (A2) (1) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (1) Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) (3)
	Communicative Outcomes	Students will practice talking about plans and making suggestions			

Lesson	Ac. hours	Grammar	Reading and Writing	Speaking and Pronunciation
2.What are your plans? (page 71)	2	<i>Going to</i>		Making suggestions
	Lesson Aims	To introduce and practice <i>going to</i> for plans		To introduce the topic and find out what language students know for activities and going out To help train students to notice and say the correct pronunciation of going to in fast speech To introduce and practice ways of making suggestions To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (6,7,10)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (11,12)	Can participate in short conversations in routine contexts on topics of interest. (A2) (10) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (8,9) Can socialise simply but effectively using the simplest common expressions and following basic routines. (A2) (9) Can socialise simply but effectively using the simplest common expressions and following basic routines. (A2) (11,12) Can make and respond to suggestions. (A2) (13) Can make and respond to suggestions. (A2) Can discuss what to do in the evening, at the weekend. (A2) (14)
Communicative Outcomes	Students will practice talking about plans and making suggestions			

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and writing	Speaking and Pronunciation
3.Hopes and dreams (pages 72 - 73)	2	<i>Would like to + verb</i>	Life events and plans			
	Lesson Aims	To introduce and practice would like to + infinitive to talk about things we want or hope to do in the future	To introduce and practice phrases used to describe life events and plans	To give students practice in listening for gist and for specific words		To introduce and practice the pronunciation of the contracted 'd form in <i>would like</i>
	CEF mapping Framework (exercises)	<p>Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (6,7)</p> <p>Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (8,10,11)</p>	<p>Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1)</p> <p>Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (6,7)</p>	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (2,3)	<p>Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience. (A2) (4)</p> <p>Can link groups of words with simple connectors like "and", "but" and "because". (A2) (5)</p>	<p>Can participate in short conversations in routine contexts on topics of interest. (A2) (5)</p> <p>Can link groups of words with simple connectors like "and", "but" and "because". (A2) (5)</p> <p>Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (7)</p> <p>Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (10,11)</p> <p>Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (9)</p>
	Communicative Outcomes	Students talk about hopes and dreams				

Lesson	Ac. hours	Grammar	Vocabulary	Reading and Writing	Speaking and Pronunciation
4.For and against (page 74)	2		For and against		
	Lesson Aims		To introduce going to and practice talking about results we predict for the future	To help train students to read for a general understanding and for specific information; to use the text to set up a discussion To listen and write down words in continuous speech	To introduce the theme, check students' existing knowledge and get students talking To practice language from the lesson in a free, communicative, personalized speaking activity; to have a class discussion Tp practice sounds /ei/, /ai/, /u:/
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (3, 4)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (4)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (2) Can expand learned phrases through simple recombinations of their elements. (A2) (3)	Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary. (A2) (1) Can agree and disagree with others. (A2) (1) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (3)
	Communicative Outcomes				

Lesson	Ac. hours	Grammar	Vocabulary	Reading and Writing	Speaking and Pronunciation
5.For and against (page 75)	2		For and against		
	Lesson Aims		To introduce going to and practice talking about results we predict for the future	To help train students to read for a general understanding and for specific information; to use the text to set up a discussion To listen and write down words in continuous speech	To introduce the theme, check students' existing knowledge and get students talking To practice language from the lesson in a free, communicative, personalized speaking activity; to have a class discussion Tp practice sounds /ei/, /ai/, /u:/
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (9)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (9)	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (5,6) Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because". (A2) (8)	Can agree and disagree with others. (A2) (7) Can generally identify the topic of discussion around her which is conducted slowly and clearly. (A2) Can agree and disagree with others. (A2) (9)
	Communicative Outcomes				
Video 4 + Review 4 (as homework)					
Test Unit 8 (as homework)					

Unit 9. Experiences. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Grammar	Reading and Writing	Speaking and Pronunciation
1. Have you ever been there? (pages 78 - 81)	2	Present Perfect		Recommending
	Lesson Aims	To introduce and practice the present perfect to ask about an action before now when we feel it is connected to the present situation		To get students talking about famous buildings and places; to introduce the theme of the lesson To introduce and practice ways of recommending To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (4,5,6,7)	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	Can describe people, places and possessions in simple terms. (A2) (1,3) Can ask and answer questions about pastimes and past activities. (A2) (5,7)
	Communicative Outcomes	Students will practice talking about places they have been to		

Lesson	Ac. hours	Listening	Reading and Writing	Speaking and Pronunciation
2. Have you ever been there? (page 81)	2			Recommending
	Lesson Aims	To help train students to listen for specific information		To get students talking about famous buildings and places; to introduce the theme of the lesson To introduce and practice ways of recommending To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (8,9)	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2) Can link groups of words with simple connectors like "and," "but" and "because". (A2) (10)	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (10) Can link groups of words with simple connectors like "and," "but" and "because". (A2) (10) Can recall and rehearse an appropriate set of phrases from his/her repertoire. (A2) (11) Can ask and answer questions about pastimes and past activities. (A2) (12) Can make and respond to suggestions. (A2) (12) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (12)
	Communicative Outcomes	Students will practice talking about places they have been to		

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
3.What's happened? (pages 82 - 83)	2	Problems	<i>What have you done?</i>	
	Lesson Aims	To introduce and practice phrases to describe problems	To give students practice in listening for gist and for specific words	To practice the pronunciation of <i>have</i> in fast speech
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for coping with simple survival needs (A2) Has a sufficient vocabulary for the expression of basic communicative needs (A2) (6)	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2) (4) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (5)	Can participate in short conversations in routine contexts on topics of interest. (A2) (2) Can expand learned phrases through simple recombinations of their elements. (A2) (3) Can describe people, places and possessions in simple terms. (A2) (6) Can link groups of words with simple connectors like "and", "but" and "because". (A2) (6)
	Communicative Outcomes	Students talk about everyday problems		

Lesson	Ac. hours	Grammar	Vocabulary	Speaking and Pronunciation
4.What's happened? (page 83)	2	Past Participles		
	Lesson Aims	To introduce and learn regular and irregular past participles		To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	<p>Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (7,8,11,12)</p> <p>Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (13)</p>	<p>Has a sufficient vocabulary for coping with simple survival needs. (A2)</p> <p>Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (13)</p>	<p>Can participate in short conversations in routine contexts on topics of interest. (A2) (11, 12)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (9,10)</p> <p>Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)</p> <p>Can tell a story or describe something in a simple list of points. (A2) (13)</p>
	Communicative Outcomes	Students talk about everyday problems		

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
5. Memorable experiences (pages 84 – 85)	2		Describing experiences			
	Lesson Aims		To introduce and practice adjectives to describe experiences	To listen and write down words in continuous speech	To help train students to read for a general understanding and for personal response	To practice language from the lesson in a free, communicative, personalized speaking activity To practice the sounds
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,2,3) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (8,9) Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (13)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (3) Can identify specific information in simpler written material he/she encounters such as letters (5,6,8) Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2) (13)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (3) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (4) Can explain what he/she likes or dislikes about something. (A2) (7) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (9) Can tell a story or describe something in a simple list of points. (A2) (9) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)

						<p>Can tell a story or describe something in a simple list of points. (A2)</p> <p>Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. (A2)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)</p>
	Communicative Outcomes	Students talk about good and bad memorable experiences				
Review and Mid-Year Test (2 academic hours)						

Unit 10. Travel. Academic hours: 12 (6 lessons)

Lesson	Ac. hours	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1. When's next train?	2	Trains and stations	Buying a train ticket		Telling the time
(pages 86 - 89)	Lesson Aims	To introduce and practice words and phrases used at a train station	To help train students to listen for specific information and words		To introduce and practice ways of telling the time To practice the weak pronunciation of <i>to</i> , in sentences To practice language from the lesson in a free, communicative, personalized speaking activity
CEF mapping Framework (exercises)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2) (7,8,9) Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2) (12,13)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (4,5)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. (A2)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (1,2) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (3) Can give short, basic descriptions of events and activities. (A2) (6) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (9) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (10)	

					<p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (11)</p> <p>Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. (A2) (12,13)</p>
	Communicative Outcomes	Students will practice telling the time and buying tickets at train station			

Lesson	Ac. hours	Vocabulary	Reading and writing	Speaking and Pronunciation
2.Getting around (page 90)	2	Transport		
	Lesson Aims	To introduce and practice ways of talking about transport	To help train students to read for a general understanding and to scan read	To practice language from the lesson in a free, communicative, personalized speaking activity;
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,2)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (4,5) Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (6,7)	Can participate in short conversations in routine contexts on topics of interest. (A2) (3) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (3) Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. (A2) (3)
	Communicative Outcomes	Students read about taxis and talk about transport problems and ways of making their town or city better		

Lesson	Ac. hours	Grammar	Speaking and Pronunciation
3.Getting around (page 91)	2	<i>Too much, too many and not enough</i>	
	Lesson Aims	To introduce and practice <i>too much, too many and not enough</i>	To practice language from the lesson in a free, communicative, personalized speaking activity; To practice using <i>too much, too many and not enough</i>
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (8,9,10)	Can describe people, places and possessions in simple terms. (A2) (10) Can describe people, places and possessions in simple terms. (A2) (11) Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2)
	Communicative Outcomes	Students read about taxis and talk about transport problems and ways of making their town or city better	

Lesson	Ac. hours	Grammar	Listening	Reading and Writing	Speaking and Pronunciation
4. Where is the best place to go? (pages 92 – 93)	2	Superlatives			Where is the best place?
	Lesson Aims	To introduce and practice superlatives	To give students practice in listening for gist and for specific words To listen and write down words in continuous speech		To practice asking for and giving recommendations To practice language from the lesson; to practice forming and using superlatives To practice the sounds
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (5)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (4,5)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (1,2) Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (1,2) Can link groups of words with simple connectors like "and", "but" and "because". (A2) (6)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (1,2) Can deal with practical everyday demands: finding out and passing on straightforward factual information. (A2) Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature. (A2) Can make and respond to suggestions. (A2) (3) Can explain what he/she likes or dislikes about something. (A2) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) Can link groups of words with simple connectors like "and", "but" and "because". (A2) (6)
	Communicative Outcomes	Students talk about the news and practice using past forms			

Lesson	Ac. hours	Grammar	Speaking and Pronunciation
5. Where is the best place to go? (page 93)	2	Superlatives	Where is the best place?
	Lesson Aims	To introduce and practice superlatives	To practice asking for and giving recommendations To practice language from the lesson; to practice forming and using superlatives To practice the sounds
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (7,8)	Can explain what he/she likes or dislikes about something. (A2) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (9,10) Can describe people, places and possessions in simple terms. (A2) (10) Can agree and disagree with others. (A2) (10)
	Communicative Outcomes	Students talk about the news and practice using past forms	
6.	Video 5 + Review 5 (2 academic hours)		
Test Unit 10 (as homework)			

Unit 11. Food. Academic hours: 8 (4 lessons)

Lesson	Ac. hours	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1.Are you ready to order? (pages 96 - 99)	2	Restaurants	In a restaurant		
	Lesson Aims	To introduce and practice words and phrases used in restaurants	To help train students to listen for specific information		To introduce the topic and get students talking To introduce and practice ways of ordering food and drink
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,3) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (5)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (4,5)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (2,3) Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (3)	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (2) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (1) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (2,3) Can agree and disagree with others. (A2) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (6) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (7)
Communicative Outcomes	Students will practice ordering in a restaurant				

Lesson	Ac. hours	Reading and Writing	Vocabulary	Listening	Speaking and Pronunciation
2.What's this on the menu? (pages 99 - 100)	2		Food	Talking about food	Ordering food and drink
	Lesson Aims		To introduce and practice kinds of food	To give students practice in listening for gist and for specific words	To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	<p>Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (p. 99: 8)</p> <p>Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. (A2) (p. 99: 10)</p>	<p>Has a sufficient vocabulary for coping with simple survival needs. (A2) (1,2,3)</p> <p>Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (4)</p>	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (p. 99: 9)	<p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (p. 99: 7,9)</p> <p>Can order a meal. (A2) (p. 99: 8)</p> <p>Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (p. 99: 11)</p> <p>Can order a meal. (A2) (p. 99: 11)</p> <p>Can use simple descriptive language to make brief statements about and compare objects and possessions. (A2) (4)</p>
	Communicative Outcomes	Students talk about food			

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Speaking and Pronunciation
3.What's this on the menu? (pages 100 - 101)	2	<i>Me too, me neither</i> and auxiliaries		Talking about food	
	Lesson Aims	To introduce ad practice using <i>me too, me neither</i> and auxiliaries to agree and disagree		To give students practice in listening for gist and for specific words	To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (8)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (10) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (12,13)	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2) (5) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (6) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (7)	Can agree and disagree with others. (9,11) Can communicate in simple and routine tasks requiring a simple and direct exchange of information. (A2) (12,13)
	Communicative Outcomes	Students talk about food			

Lesson	Ac. hours	Grammar	Vocabulary	Reading and Writing	Speaking and Pronunciation
4.A healthy diet (pages 102 - 103)	2	Explaining quantity	Forming negatives by adding <i>un-</i>		
	Lesson Aims	To introduce and practice ways of explaining quantity	To introduce and practice negative forms of adjectives	To help train students to read for a general understanding and for specific information To listen and write down words in continuous speech	To practice sounds
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (2,3,4)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (8,9,10) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (12)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (1) Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (5) Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (6) Can link groups of words with simple connectors like "and", "but" and "because". (A2) (7) Can write with reasonable phonetic accuracy (but not necessarily fully 12 standard spelling) short words that are in his/her oral vocabulary. (A2) (12)	Can give short, basic descriptions of events and activities. (A2) (4) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) Can explain what he/she likes or dislikes about something. (A2) (7) Can link groups of words with simple connectors like "and", "but" and "because". (A2) (7) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (10) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (11)
	Communicative Outcomes	Students practice talking about diet and eating habits, using words to explain quantity			
Test Unit 11 (as homework)					

Unit 12. Feelings. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
1.Are you ok? (pages 104 - 107)	2	Health problems		
	Lesson Aims	To introduce and practice words to describe health problems	To introduce words for parts of the body and listen to conversations about health problems	
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for coping with simple survival needs. (A2) (1,3) Has a sufficient vocabulary for coping with simple survival needs. (A2) (5) Can control a narrow repertoire dealing with concrete everyday needs. (A2) (6)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (4)	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2) (2) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (5) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (6) Can tell a story or describe something in a simple list of points. (A2) (6)
	Communicative Outcomes	Students will practice talking about health problems and giving advice		

Lesson	Ac. hours	Grammar	Reading and Writing	Speaking and Pronunciation
2.Are you ok?	2	<i>Should/shouldn't</i>		Saying <i>no</i>
(page 107)	Lesson Aims	To introduce and practice <i>should/shouldn't</i> + infinitive to give advice		<p>To give students practice in saying <i>should</i> and <i>shouldn't</i></p> <p>To introduce and practice ways of saying <i>no</i></p> <p>To practice language from the lesson in a free, communicative, personalized speaking activity</p>
	CEF mapping Framework (exercises)		Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (7,8)	<p>Can make and respond to suggestions. (A2) (8)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (9,10)</p> <p>Can make and respond to suggestions. (A2) (11)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (12)</p> <p>Can make and respond to suggestions. (A2) (13)</p> <p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (13)</p> <p>Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) (13)</p>
	Communicative Outcomes	Students will practice talking about health problems and giving advice		

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
3. Feeling good?	2	<i>Because, so and after</i>	Feelings			
(pages 108 - 109)	Lesson Aims	To introduce and practice <i>because, so</i> and <i>after</i> to show why something happens, the result of something happening or when something happens	To introduce and practice adjectives used to describe feelings	To give students practice in listening for gist and for specific information		To introduce the theme with a short reading text; to discuss the ideas in the text
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (9,10)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (2,3,4,5) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (6,7,8) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (10)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (6,7,8)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (1) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (3,4)	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (1) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (3,4) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (4) Can tell a story or describe something in a simple list of points. (A2) (5)

						<p>Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (5)</p> <p>Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (11)</p> <p>Can tell a story or describe something in a simple list of points. (A2) (11)</p>
	Communicative Outcomes	Students talk about feelings in different situations				

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
4.Good and bad news	2		In the news			
(pages 110 - 111)	Lesson Aims		To introduce and practice newspaper language and phrases used in newspaper articles		To help train students to read for a general understanding and to scan a text to find out what numbers refer to To listen and write down words in continuous speech	To introduce and practice words for types of news To practice language from the lesson in a free, communicative, personalized speaking activity To practice the sounds
	CEF mapping Framework (exercises)		Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (3,4)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (12)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (2) Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (2) Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (6,7) Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (8,9)	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) Can explain what he/she likes or dislikes about something. (A2) (1) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (2) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (A2) (5) Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) (5)

						<p>Can tell a story or describe something in a simple list of points. (A2) (10)</p> <p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (10)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (11)</p> <p>Can write with reasonable phonetic accuracy (but not necessarily fully 12 standard spelling) short words that are in his/her oral vocabulary. (A2) (12)</p>
	Communicative Outcomes	Students talk about good and bad news, and practice telling news stories				
5.	Video 6 + Review 6 (2 academic hours)					
Test Unit 12 (as homework)						

Unit 13. Nature. Academic hours: 8 (4 lessons)

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1.What’s the forecast? (pages 114 - 117)	3	<i>Might and be going to</i>	Weather			Short questions
	Lesson Aims	To introduce and practice <i>might</i> and <i>be going to</i> + infinitive to talk about the future	To introduce and practice words to describe weather	To help train students to listen for gist and for specific information		To practice the pronunciation of <i>might</i> in natural speech
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (5,6,9,10)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,3) Can control a narrow repertoire dealing with concrete everyday needs. (A2) (1,2)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (4)	Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. (A2) (9)	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (2) Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) (4) Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) (1,2) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2) Can explain what he/she likes or dislikes about something. (A2) (3) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (10) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (7,8)
	Communicative Outcomes	Students will practice talking about the weather and future plans				

Lesson	Ac. hours	Vocabulary and Grammar	Reading and Writing	Speaking and Pronunciation
2. Country girl? (pages 117 - 118)	2	The countryside and the city		
	Lesson Aims	To introduce and practice words used to describe the countryside and the city	To help train students to read for a general understanding and for specific information	To introduce and practice short questions without verbs To practice language from the lesson in a free, communicative, personalized speaking activity To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (p. 117: 11,13) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,2)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (3) Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (3,4)	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (p. 117: 12) Can participate in short conversations in routine contexts on topics of interest. (A2) (p. 117: 13) Can participate in short conversations in routine contexts on topics of interest. (A2) Can make and respond to invitation and apologies. (A2) (p. 117: 14,15) Can make and respond to suggestions. (A2) Can discuss what to do in the evening, at the weekend. (A2) (p. 117: 14,15) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (3) Can describe people, places and possessions in simple terms. (A2) (4)
	Communicative Outcomes	Students talk about the countryside and the city		

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and Pronunciation
3. Country girl? (pages 118 - 119)	2			
	Lesson Aims		To help train students to read for a general understanding and for specific information	To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (9) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (10)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (5,6) Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (7,8)	Can agree and disagree with others. (A2) (9) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (9) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (10) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2) (10)
	Communicative Outcomes	Students talk about the countryside and the city		

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
4.They're lovely animals (pages 120 – 121)	2	Present Perfect to say <i>how long</i>	Animals			
	Lesson Aims	To introduce and practice using the present perfect to express duration	To introduce and practice words used to describe animals		To listen and write down words in continuous speech	To practice the sounds
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (8,9)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,4)	<p>Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2) (5)</p> <p>Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (10)</p> <p>Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (14)</p>	<p>Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (3)</p> <p>Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2) (14)</p>	<p>Can explain what he/she likes or dislikes about something. (A2) (2)</p> <p>Can agree and disagree with others. (A2) (2)</p> <p>Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (3)</p> <p>Can describe people, places and possessions in simple terms. (A2) (4)</p> <p>Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (7)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (11)</p> <p>Can ask for and provide personal information. (A2) (12)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (13)</p>
Communicative Outcomes	Students practice talking about animals and how long they have had animals or known people					

Test Unit 13 (as homework)

Unit 14. Opinions. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1. What's was the film like?	2	Describing films, plays and musicals			
(pages 122 - 125)	Lesson Aims	To introduce and practice words to describe films, plays and musicals	To help train students to listen for general understanding and for specific words		To introduce the theme; to get students talking about the topic of the lesson in a personalized activity
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (2) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (5,6)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (4,5)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (2)	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) Can explain what he/she likes or dislikes about something. (A2) (1) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (1) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (2) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (2) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (6)
	Communicative Outcomes	Students will practice talking about films			

Lesson	Ac. hours	Listening	Reading and Writing	Speaking and Pronunciation
2.What do you think will happen? (pages 125 - 126)	2			<i>What's it like?</i>
	Lesson Aims	To give students practice in listening for gist and for specific information		To introduce and practice asking <i>What's it like?</i> To practice language from the lesson in a free, communicative, personalized speaking activity To practice the pronunciation of 'll and won't in sentences
	CEF mapping Framework (exercises)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (3,4)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (4)	Can ask and answer questions about pastimes and past activities. (A2) Can ask for and provide personal information. (A2) (p. 125: 7,8,9,10) Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) (p. 125: 10) Can participate in short conversations in routine contexts on topics of interest. (A2) (p. 125: 11,12) Can ask and answer questions about pastimes and past activities. (A2) (p. 125: 11,12) Can tell a story or describe something in a simple list of points. (A2) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (1,2,5,6) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (4)
Communicative Outcomes	Students practice making predictions about different situations			

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and Pronunciation
3.What do you think will happen? (pages 126-127)	2	<i>Will/won't</i> for predictions		
	Lesson Aims	To introduce and practice <i>will/won't</i> for predictions		To practice the pronunciation of 'll and <i>won't</i> in sentences
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (9,12,13,14)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (7,8) Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (A2) (13)	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (12) Can agree and disagree with others. (A2) (14) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (10, 11) Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2) (10)
	Communicative Outcomes	Students practice making predictions about different situations		

Lesson	Ac. hours	Vocabulary and Listening	Reading and Writing	Speaking and Pronunciation
4.A better life (pages 128-129)	2	Life and society		
	Lesson Aims	To introduce and practice words and phrases connected with life and society	To help train students to do a jigsaw reading and to read for specific information To listen and write down words in continuous speech	To practice the common words endings
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (2,4) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (14)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (1,4) Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (A2) (3) Can generally identify the topic of discussion around her which is conducted slowly and clearly. (A2) (5) Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (6,7,8) Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (6,7,8) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (9) Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (10)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (1,4) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2) (5) Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) (11) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2) (12) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (12) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (13)

			<p>Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (A2) (11)</p> <p>Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2) (14)</p>	
	Communicative Outcomes	Students talk about life and society and whether things are better or not		
5.	Video 7 and Review 7 (2 academic hours)			
6.	Final Test (2 academic hours)			