Learning Lands 6 (90 hours)

 tests available in Teacher’s Resource Bank via Teacher’s App

Hello Unit

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1PB pg. 6AB pg. 6 | * reviewing free-time activities and natural features
 |  | * meeting the Amazing Exchange Club team
* reviewing free-time activities and natural features
 |
| Lesson 2PB pg. 7AB pg. 7 | * reviewing vocabulary
 | * reviewing Present Perfect
 | * reviewing Present Perfect to talk about hobbies
 |
| Lesson 3PB pg. 8AB pg. 8 | * reviewing vocabulary
 | * reviewing Present Passive
* reviewing First Conditional
 | * reading about and discussing monthly projects
 |
| Lesson 4PB pg. 9AB pg. 9 | * reviewing city life vocabulary
 | * *going to* and *will* for future
 | * listening and understanding a dialogue about the Amazing Exchange Club
* Exam Practice: B1 Preliminary for Schools Reading Part 6
* developing plurilingual skills
 |

Unit 1

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (5)PB pg. 10AB pg. 10 | * *arrivals, check-in desk, departures, ferry, passenger, platform, queue, ticket collector, ticket machine, trip, trolley, waiting room*
 |  | * identifying and using words to talk about travelling
 |
| Lesson 2 (6)PB pg. 11AB pg. 11 | * recycled vocabulary
 | * Present Perfect
* *I’ve been to Australia with my family.*
* Past Simple
* *He went on a ferry in 2022.*
 | * talking about past actions and experiences
* Exam Practice: B1 Preliminary for Schools Reading Part 1
* developing plurilingual skills
 |
| Lesson 3 (7)PB pg. 12-13AB pg. 12 | * recycled vocabulary
* irregular comparative and superlative adjectives
 | * recycled grammar
 | * reading and responding to a realistic fiction story
* reading for general understanding
* SEL: thinking positively about changes
* developing plurilingual skills
* developing mediation skill: identifying the characters main purpose
* developing mediation skill: giving a personal response
 |
| Lesson 4 (8)PB pg. 14AB pg. 13 | * *be delayed, check-in your luggage, land, miss a plane, show your passport, take off*
 | * recycled grammar
 | * identifying and using words to talk about travelling by plane
* listening for main ideas
* developing plurilingual skills
* developing mediation skill: relaying specific information
 |
| Lesson 5 (9)PB pg. 15AB pg. 14 | * recycled vocabulary
 | * Present Perfect and Past Simple questions
* *Have you ever missed a plane?*
* *Did you forget your passport?*
* *What did you do?*
 | * asking and answering about past experiences using Present Perfect and Past Simple
* Exam Practice: B1 Preliminary for Schools Listening Part 2
 |
| Lesson 6 (10)PB pg. 16, 17AB pg. 15 | * recycled vocabulary
 | * recycled grammar
 | * reading and responding to an online brochure and an email
* using visual clues to identify text types (visual literacy)
* using context to understand new words (critical literacy)
* developing mediation skill: relaying specific information
 |
| Lesson 7 (11)PB pg. 18AB pg. 16 | * recycled vocabulary
 | * *Sounds great!*
* *Really? That’s fantastic!*
* *Oh, yes! Yes, great idea!*
 | * having a conversation with an old friend
* showing interest
* developing mediation skill: facilitating interaction
 |
| Lesson 8 (12)PB pg. 19AB pg. 17  | * recycled vocabulary
 | * recycled grammar
 | * identifying the structure of an email
* planning and writing a reply to an email from a friend
* developing plurilingual skills
* developing mediation skill: relaying specific information
 |
| Lesson 13PB pg. 20-21AB pg. 18-21 | * option 1: reviewing vocabulary from Unit 1
* option 2: reviewing vocabulary from Welcome Unit and Unit 1
* Unit 1 test (available in Teacher’s Resource Bank via MEE) at standard and higher levels
 | * reviewing grammar from Unit 1
* reviewing grammar from Welcome Unit and Unit 1
 | * reviewing vocabulary and grammar from Unit 1
* assessment for learning Unit 1
* Exam Practice: A2 Preliminary for Schools Writing Part 1, Listening Part 1
* developing plurilingual skills
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Unit 2

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (14)PB pg. 22AB pg. 22 | * *audience, backstage, conductor, costume, dance company, make-up, musician, orchestra, perform, rehearse, set, stage*
 |  | * identifying and using words to talk about performances
* developing plurilingual skills
 |
| Lesson 2 (15)PB pg. 23AB pg. 23 | * recycled vocabulary
 | * *used to*
* *In the past, people didn’t use to have mobile phones.*
* *When I was a baby, I used to play with toys.*
 | * talking about obligation past habits using *used to*
* Exam Practice: A2 Preliminary for Schools Listening Part 1
* developing plurilingual skills
 |
| Lesson 3 (16)PB pg. 24, 25AB pg. 24 | * recycled vocabulary
* collocations (verb + preposition)
 | * recycled grammar
 | * reading and responding to a first-person narrative
* understanding characters
* SEL: accepting and learning from criticism
* developing plurilingual skills
* developing mediation skill: identifying and describing characters’ feelings
 |
| Lesson 4 (17)PB pg. 26AB pg. 25 | * *atmosphere, band, crowd, entertainment, tour, venue*
 | * recycled grammar
 | * identifying and using words to talk about music concerts
* using pictures and texts to make predictions
* Exam Practice: A2 Preliminary for Schools Reading Part 2
* developing mediation skill: relaying specific information
 |
| Lesson 5 (18)PB pg. 27AP pg. 26 | * recycled vocabulary
 | * *used to* with *Wh- and Yes / No* questions
* *Where did he use to perform?*
* *Did he use to rehearse every day?*
 | * asking and answering about past habits
 |
| Lesson 6 (19)PB pg. 28, 29AB pg. 27 | * recycled vocabulary
 | * recycled grammar
 | * reading and responding to diary, an encyclopaedia entry and a flyer
* giving a personal response to a text (critical literacy)
* identifying relevant information (information literacy)
* developing mediation skill: giving a personal response
 |
| Lesson 7 (20)PB pg. 30AB pg. 28 | * recycled vocabulary
 | * *Well…*
* *Actually…*
* *You see …*
* *OK, so…*
* *I mean…*
* *Basically…*
 | * giving a talk about performances in the past
* thinking about your audience
* developing mediation skill: braking down complicated information
 |
| Lesson 8 (21)PB pg. 31AB pg. 29 | * recycled vocabulary
 | * recycled grammar
 | * recognising features of a diary
* planning and writing a diary entry about a performance
* developing mediation skill: relaying specific information
 |
| Lesson 22AB pg. 30-33 | * reviewing vocabulary from Unit 2
* Unit 2 test (available in Teacher’s Resource Bank via MEE) – at standard and higher levels
 | * reviewing grammar from Unit 2
 | * assessment for learning Unit 2
* Exam practice: A2 Preliminary for Schools Listening Part 3
* developing plurilingual skills
 |

Unit 3

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| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (23)PB pg. 32AB pg. 34 | * *bang, bright, burning, pale, rotten, rough, savoury, sharp, whisper, whistle*
 |  | * identifying and using words to describe senses
 |
| Lesson 2 (24)PB pg. 33AB pg. 35 | * recycled vocabulary
 | * *must / may (not) / could / can’t be*
* *It must be a barbecue.*
* *It might be a plane.*
* *It could be balloons.*
* *It can’t be food.*
 | * using modal verbs of deduction
* Exam practice: A2 Preliminary for Schools Reading Part 6
* developing plurilingual skills
 |
| Lesson 3 (25)PB pg. 34, 35AB pg. 36 | * recycled vocabulary
* collocations (verb + adjective)
 | * recycled grammar
 | * reading and responding to an extract from a fiction story
* skimming and scanning a text
* SEL: reflecting and learning from the experiences of others
* developing plurilingual skills
* developing mediation skill: skimming a text to find the main point
* developing mediation skill: practicing analysis and criticism
 |
| Lesson 4 (26)PB pg. 36AB pg. 37 | * *anxious, calm, cheerful, confused, disappointed, impressed*
 | * recycled grammar
 | * identifying and using words to talk about feelings
* listening for more information
* developing plurilingual skills
* developing mediation skill: listening for the main point
 |
| Lesson 5 (27)PB pg. 37AB pg. 38 | * recycled vocabulary
 | * Present Continuous for future arrangements
* *What are you doing on Saturday?*
* *I’m not doing anything.*
 | * using the Present Continuous to talk about future arrangements
* Exam Preparation: A2 Preliminary for Schools Reading Part 3
* developing plurilingual skills
 |
| Lesson 6 (28)PB pg. 38, 39AB pg. 39 | * recycled vocabulary
 | * recycled grammar
 | * reading and responding to an online article
* recognising that a picture can tell us something additional (visual literacy)
* inferring meaning from pictures (visual literacy)
* developing mediation skill: relaying specific information
 |
| Lesson 7 (29)PB pg. 40AB pg. 40 | * recycled vocabulary
 | * *At the bottom…/ At the top…*
* *In the background… / In the foreground…*
* *… looks… / … looks like…*
* *… makes me think of …*
 | * having a conversation about a close-up photo
* asking questions to include the listener
* developing mediation skill: facilitating intercultural exchanges
 |
| Lesson 8 (30)PB pg. 41AB pg. 41 | * recycled vocabulary
 | * recycled grammar
 | * organising an article into paragraphs
* planning and writing an article
* developing mediation skill: relaying specific information
* developing mediation skill: breaking down complicated information
 |
| Lesson 31PB pg. 42, 43AB pg. 42-45 | * option 1: revision of vocabulary from Unit 3
* option 2: revision of vocabulary from Unit 2 & 3
* Unit 3 test (available in Teacher’s Resource Bank via MEE) – at standard and higher levels
 | * revision of grammar from Unit 3
* revision of grammar from Unit 2 & 3
 | * assessment for learning Unit 3
* Exam Practice: A2 Preliminary for Schools Speaking Part 12& 1; Reading Part 5
* developing plurilingual skills
 |
| Lesson 32PB pg. 44, 45AB pg. 46, 47 | Project 1 – * recycled vocabulary
 | Project 1 – * recycled grammar
 | * researching ways of travelling to a music performance
* working together to make a poster and present a plan for travelling to a music performance (collaborative learning)
 |

Unit 4

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (33)PB pg. 46AB pg. 48 | * *animator, camera operator, composer, costume designer, director, film, make-up artist, present, record, scriptwriter, sell, sound engineer*
 |  | * identifying and using words to talk about people and actions in film
* developing plurilingual skills
 |
| Lesson 2 (34)PB pg. 47AB pg. 49 | * recycled vocabulary
 | * Past Passive
* *The winning films were played at a big cinema.*
* *The song wasn’t recorded.*
 | * talking about actions that were completed using the past passive
* Exam Practice: A2 Preliminary for Schools Reading Part 4
* developing plurilingual skills
 |
| Lesson 3 (35)PB pg. 48, 49AB pg. 50 | * recycled vocabulary
* adjectives ending in *-ed / -ing*
 | * recycled grammar
 | * reading and responding to a film script
* identifying features of a film script
* SEL: thinking how your words might affect others
* developing plurilingual skills
* developing mediation skill: reporting the main idea
* developing mediation skill: analysing characters’ feelings
* developing mediation skill: relying specific information
 |
| Lesson 4 (36)PB pg. 50AB pg.51 | * *credit someone, go behind the scenes, go on social media, interview someone, post a video, tag someone*
 | * recycled grammar
 | * identifying and using words to talk about posting videos online
* activating your knowledge before listening
* developing mediation skill: relying specific information
* developing mediation skill: activating prior knowledge
 |
| Lesson 5 (37)PB pg. 51AB pg. 52 | * adjectives to describe animals
 | * Past Passive questions answers
* *Who was the film made by?*
* *Were the animations posted on social media?*
* *Yes, they were.*
 | * asking and answering questions using the past passive
* Exam Practice: A2 Preliminary for Schools Writing Part 2
 |
| Lesson 6 (38)PB pg. 52, 53AB pg. 53 | * recycled vocabulary
 | * recycled grammar
 | * reading and responding to three online texts
* identifying the author’s purpose (critical literacy)
* identifying the intended audience (information literacy)
* developing mediation skill: identifying and explaining the purpose
* developing mediation skill: practicing analysis and criticism of texts
 |
| Lesson 7 (39)PB pg. 54AB pg. 54 | * recycled vocabulary
 | * *It’s set in…/ It takes place in…*
* *The plot is about…*
* *The main character is…*
* *My favourite character / scene is…*
* *I recommend this film because…*
 | * giving a talk about a film you have seen
* helping the listener decide
* developing plurilingual skills
* developing mediation skill: breaking down complicated information
* developing mediation skill: communicating key information
 |
| Lesson 8 (40)PB pg. 55AB pg. 55 | * recycled vocabulary
 | * recycled grammar
 | * writing natural dialogue
* planning and writing a script
* developing mediation skill: relying specific information
 |
| Lesson 41AP pg. 56-59 | * revision of vocabulary from Unit 4
* Unit 4 test (available in Teacher’s Resource Bank via MEE) – at standard and higher levels
 | * revision of grammar from Unit 4
 | * assessment for learning Unit 4
* Exam Practice: A2 Preliminary for Schools Listening Part 4
* developing plurilingual skills
 |

Unit 5

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (42)PB pg. 56AB pg. 60 | * *annoyed, citizens, confident, curious, embarrassed, influence, inspired, leadership, jealous, opportunity, responsibility, rights*
 |  | * identifying and using words to talk about leaders and qualities
* developing plurilingual skills
 |
| Lesson 2 (43)PB pg. 57AB pg. 61 | * recycled vocabulary
 | * Second Conditional
* *If I were a leader, I would change a lot of things.*
 | * talking about unreal situations and their results using second conditional
* Exam Practice: A2 Preliminary for Schools Reading Part 1
 |
| Lesson 3 (44)PB pg. 58, 59AB pg. 62 | * recycled vocabulary
* adjective + *at / by / about*
 | * recycled grammar
 | * reading and responding to a realistic fiction story
* recognising similes
* SEL: identifying bullying
* developing plurilingual skills
* developing mediation skill: relying specific information
* developing mediation skill: practicing analysis and criticism
* developing mediation skill: finding the main point
 |
| Lesson 4 (45)PB pg. 60AB pg. 63 | * *achieve, campaign, demand, encourage, rely on, take part*
 | * recycled grammar
 | * identifying and using verbs about being a leader
* listening for contrasting ideas
* developing mediation skill: finding the main point
* developing mediation skill: relying specific information
* developing mediation skill: practicing analysis and criticism
 |
| Lesson 5 (46)PB pg. 61AB pg. 64 | * recycled vocabulary
 | * Second Conditional questions
 | * asking and answering questions about unreal situations using the second conditional
* Exam Practice: A2 Preliminary for Schools Listening Part 2
 |
| Lesson 6 (47)PB pg. 62, 63AB pg. 65 | * recycled vocabulary
 | * recycled grammar
 | * reading and responding to two blog posts
* evaluating and challenging the content of texts (critical literacy)
* identifying the effects of images (visual literacy)
* developing mediation skill: giving a personal response
 |
| Lesson 7 (48)PB pg. 64AB pg. 66 | * recycled vocabulary
 | * *If I were you, I’d…*
* *One thing you could do is…*
* *I wouldn’t…*
* *It might be a good idea to…*
* *I’d suggest +* verb + *ing*
 | * asking for and giving advice
* having a conversation about talking to a large audience
* developing plurilingual skills
* developing mediation skill: facilitating intercultural exchanges
 |
| Lesson 8 (49)PB pg. 65AB pg. 67 | * recycled vocabulary
 | * recycled grammar
 | * understanding how to engage readers
* planning and writing a blog post about being a class leader
* developing plurilingual skills
* developing mediation skill: breaking down complicated information
 |
| Lesson 50PB pg. 66-67AB pg. 68-71 | * option 1: revision of vocabulary from Unit 5
* option 2: revision of vocabulary from Unit 4 & 5
* Unit 5 test (available in Teacher’s Resource Bank via MEE) – at standard and higher level
 | * revision of grammar from Unit 5
* revision of grammar from Unit 4 & 5
 | * assessment for learning Unit 5
* Exam Practice: A2 Preliminary for Schools Reading Part 4 and 1
* developing plurilingual skills
 |

Unit 6

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (51)PB pg. 68AB pg. 72 | * *ask the pharmacist, be painful, break a bone, call an ambulance, cut your finger, get a cast, have a fever, have an accident, lie down, put a plaster on, take medicine, twist your ankle*
 |  | * identifying and using words to talk about health and illness
* developing plurilingual skills
 |
| Lesson 2 (52)PB pg. 69AB pg. 73 | * recycled vocabulary
 | * Reported Speech
* *She said she was sick.*
* *They said they didn’t have to lie down.*
 | * talking about what someone said using reported speech
* Exam Practice: A2 Preliminary for Schools Listening Part 4
* developing plurilingual skills
 |
| Lesson 3 (53)PB pg. 70, 71AB pg. 74 | * recycled vocabulary
* adjectives ending in *-ous / -ic*
 | * recycled grammar
 | * reading and responding to a graphic novel
* identifying metaphors
* SEL: understanding what causes stress and anxiety
* developing plurilingual skills
* developing mediation skill: finding the main point
* developing mediation skill: practicing analysis and criticism
* developing mediation skill: relaying specific information
 |
| Lesson 4 (54)PB pg. 72AB pg. 75 | * *do cartwheels, eat a varied diet, help around the house, limit screen time, take the stairs, take up a new sport*
 | * recycled grammar
 | * identifying and using verb phrases to talk about a healthy lifestyle
* recognising when speakers agree or disagree
* Exam Practice: A2 Preliminary for Schools Reading Part 2
* developing mediation skill: finding the main point
 |
| Lesson 5 (55)PB pg. 73AB pg. 76 | * recycled vocabulary
 | * Reported Speech *– could / would*
* *He said he couldn’t stand up.*
* *She told me she would help around the house.*
 | * reporting what someone else said using *could* and *would*
 |
| Lesson 6 (56)PB pg. 74AB pg. 77 | * recycled vocabulary
 | * recycled grammar
 | * reading and responding to a persuasive essay and an online article
* using clues to identify fake facts (information literacy)
* using visual clues to identify text types (visual literacy)
* developing mediation skill: discussing purpose
 |
| Lesson 7 (57)PB pg. 76AB pg. 78 | * recycled vocabulary
 | * *What if we…?*
* *You said we could/would…*
* *I’ll… if you/we…*
* *Yes, I’m happy with that.*
* *OK, that’s a deal!*
* *I think we could agree on that.*
 | * giving a conversation about a group trip
* understanding how to find a compromise
* developing plurilingual skills
* developing mediation skill: facilitating communication
 |
| Lesson 8 (58)PB pg. 77AB pg. 79 | * recycled vocabulary
 | * recycled grammar
 | * using persuasive language
* planning and writing a persuasive essay
* developing mediation skill: breaking down complicated information
 |
| Lesson 59AB pg. 80-83 | * revision of vocabulary from Unit 6
* Unit 6 test (available in Teacher’s Resource Bank via MEE) – at standard and higher levels
 | * revision of grammar from Unit 6
 | * assessment for learning Unit 6
* Exam Practice: A2 Preliminary for Schools Writing Part 2 (article)
* developing plurilingual skills
 |
| Lesson 60PB pg. 78, 79AB pg. 84-85 | Project 2 –* recycled vocabulary
 | Project 2 –* recycled grammar
 | * working together to make a campaign video or presentation about a course (cooperative learning)
 |

Unit 7

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (61)PB pg. 80AB pg. 86 | * *develop, discover, estimate, improve, realise, repair, research*
* *efficient, energy-saving, money-saving, time-saving, user-friendly*
 |  | * identifying and using words to talk about inventions and the inventing process
* developing plurilingual skills
 |
| Lesson 2 (62)PB pg. 81AB pg. 87 | * recycled vocabulary
 | * Past Perfect
* *I had researched lots of ideas before I invented a robot.*
 | * talking about a sequence of past events using Past Perfect
* Exam Practice: A2 Preliminary for Schools Reading Part 6
* developing plurilingual skills
 |
| Lesson 3 (63)PB pg. 82, 83AB pg. 88 | * recycled vocabulary
* compound nouns (noun + noun)
 | * recycled grammar
 | * reading and responding to a short story
* making inferences
* SEL: evaluating your successes
* developing plurilingual skills
* developing mediation skill: practicing analysis and criticism
* developing mediation skill: relying specific information
 |
| Lesson 4 (64)PB pg. 84AB pg. 89 | * *break down a problem, carry out an experiment, come to a conclusion, figure out a solution, go for Plan A, look ahead to the next steps*
 | * recycled grammar
 | * identifying and using phrasal verbs about a problem-solving process
* inferring the speaker’s feelings
* Exam Practice: A2 Preliminary for Schools Listening Part 3
* developing plurilingual skills
 |
| Lesson 5 (65)PB pg. 85AB pg. 90 | * recycled vocabulary
 | * narrative tenses
* *I was throwing a ball of paper when I had an idea.*
* *We’d studied it at school, but I couldn’t remember it.*
 | * telling a story using narrative tenses
 |
| Lesson 6 (66)PB pg. 86AB pg. 91 | * recycled vocabulary
 | * recycled grammar
 | * reding and responding to an online article
* clarifying points by asking questions (critical literacy)
* using different note-taking techniques (information literacy)
* developing mediation skill: exploring note-taking techniques
 |
| Lesson 7 (67)PB pg. 88AB pg. 92 | * recycled vocabulary
 | * *Did you know that…?*
* *Have you ever thought about…?*
* *What do you think…?*
 | * giving a talk about an invention
* using body language
* developing mediation skill: breaking down complicated information
* developing mediation skill: clarifying information
 |
| Lesson 8 (68)PB pg. 89AB pg. 93 | * recycled vocabulary
 | * recycled grammar
 | * planning and writing a short story
* using time expressions
* developing plurilingual skills
 |
| Lesson 69AB pg. 94-97PB pg. 90, 91 | * option 1: revision of vocabulary from Unit 7
* option 2: revision of vocabulary from Unit 6 & 7
* Unit 7 test (available in Teacher’s Resource Bank via MEE) – at standard and higher levels
 | * revision of grammar from Unit 7
* revision of grammar from Unit 6 & 7
 | * assessment for learning Unit 7
* Exam Practice: A2 Preliminary for Schools Reading Part 2; Part 3
* developing plurilingual skills
 |

Unit 8

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (70)PB pg. 92AB pg. 98 | * *bacteria, beaver, deer, leopard, mosquito, predator, prey, vulture, wasp, wild boar, wolf, worms*
 |  | * identifying and using words to talk about useful living things
* developing plurilingual skills
 |
| Lesson 2 (71)PB pg. 93AB pg. 99 | * recycled vocabulary
 | * Present Perfect Continuous
* *I’ve been reading about beavers.*
 | * talking about continuous actions using Present Perfect Continuous
* developing plurilingual skills
* Exam Practice: A2 Preliminary for Schools Reading Part 5
 |
| Lesson 3 (72)PB pg. 94, 95AB pg. 100 | * recycled vocabulary
* nouns ending -*ment / -ness / -ion*
 | * recycled grammar
 | * reading and responding to an adventure story
* understanding different points of view
* SEL: recognising individual contributions to a group effort
* developing plurilingual skills
* developing mediation skill: identifying key characters
* developing mediation skill: practicing analysis and criticism
 |
| Lesson 4 (73)PB pg. 96AB pg. 101 | * *balance, decompose, digest, reduce, run out of, take over*
* recycled vocabulary
 | * recycled grammar
 | * identifying and using verbs about natural processes
* identifying the type of text, speaker and language
* developing mediation skill: identifying purpose
* developing mediation skill: relying a specific information
 |
| Lesson 5 (74)PB pg. 97AB pg. 102 | * recycled vocabulary
 | * Present Perfect Continuous questions
* *What have you been reading about?*
 | * asking and answering about continuous actions using Present Perfect Continuous
* Exam Practice: A2 Preliminary for Schools Listening Part 4
* developing plurilingual skills
 |
| Lesson 6 (75)PB pg. 98, 99AB pg. 103 | * recycled vocabulary
 | * recycled grammar
 | * reading and responding to a tourist brochure and a “for and against” essay
* identifying points of view in texts (critical literacy)
* recognising why an image has been used in relation to a text (visual literacy)
* developing mediation skill: identifying purpose
* developing mediation skill: relying a specific information
 |
| Lesson 7 (76)PB pg. 100AB pg. 104 | * recycled vocabulary
 | * *In my view.. / My view is…*
* *I’m sure that…*
* *I strongly believe that…*
* *The main thing is… / The most important thing is…*
 | * taking part in a debate about a school field
* disagreeing politely
* developing plurilingual skills
* developing mediation skill: breaking down complicated information
* developing mediation skill: facilitating communication
 |
| Lesson 8 (77)PB pg. 101AB pg. 105 | * recycled vocabulary
 | * recycled grammar
 | * writing a clear, balanced argument
* planning and writing a “for and against” essay
* developing mediation skill: breaking down complicated information
 |
| Lesson 78AB pg. 106-109 | * revision of vocabulary from Unit 8
* Unit 8 test (available in Teacher’s Resource Bank via MEE) – at standard and higher levels
 | * revision of grammar from Unit 8
 | * assessment for learning Unit 8
* Exam Practice: A2 Preliminary for Schools Writing Part 2 (story)
* developing plurilingual skills
 |

Unit 9

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| --- | --- | --- | --- |
| lesson | vocabulary and topics | grammar | functions, competences and skills |
| Lesson 1 (79)PB pg. 102AB pg. 110 | * *accessible, construct, decorate, functional, illustration, innovative, measure, model, reliable, structure, stylish, sustainable*
 |  | * identifying and using words to talk about design
* developing plurilingual skills
 |
| Lesson 2 (80)PB pg. 103AB pg. 111 | * recycled vocabulary
 | * reported commands
* *She told us to research different parks.*
 | * Reporting commands
* Exam Practice: A2 Preliminary for Schools Writing Part 1
* developing plurilingual skills
 |
| Lesson 3 (81)PB pg. 104, 105AB pg. 112 | * recycled vocabulary
* making nouns from adjectives
 | * recycled grammar
 | * reading and responding to a realistic fiction story
* learning how to write a summary
* SEL: identifying behaviours of stress
* developing plurilingual skills
* developing mediation skill: summarising the main events
* developing mediation skill: relying a specific information
* developing mediation skill: practicing analysis and criticism
 |
| Lesson 4 (82)PB pg. 106AB pg. 113 | * *click on a link, create a password, delete a file, download a file, go online, install a program*
 | * recycled grammar
 | * identifying and using words to talk about using a computer
* listening for specific information
* developing plurilingual skills
* developing mediation skill: relying a specific information
 |
| Lesson 5 (83)PB pg. 107AB pg. 114 | * recycled vocabulary
 | * reported questions
* *I asked my sister if she could help me.*
* *They asked him where he lived.*
 | * reporting *Yes/No* and *Wh-* questions
* Exam Practice: A2 Preliminary for Schools Reading Part 4
 |
| Lesson 6 (84)PB pg. 108, 109AB pg. 115 | * recycled vocabulary
 | * recycled grammar
 | * reading and responding to an article
* identifying experts in texts (information literacy)
* exchanging information, sharing opinions and persuading others (critical literacy)
* developing mediation skill: relying a specific information
 |
| Lesson 7 (85)PB pg. 110AB pg. 116 | * recycled vocabulary
 | * *I think we should…*
* *The best thing may be to…*
* *We should probably…*
* *Perhaps, we should…*
* *What if we…?*
 | * discussing how to redesign a room
* making suggestions politely
* developing plurilingual skills
* developing mediation skill: breaking down complicated information
* developing mediation skill: facilitating collaboration
 |
| Lesson 8 (86)PB pg. 111AB pg. 117 | * recycled vocabulary
 | * recycled grammar
 | * making suggestions in your writing
* planning and writing an article
* developing mediation skill: relying a specific information
* developing mediation skill: breaking down complicated information
 |
| Lesson 87PB pg. 112, 113AB pg. 118-121 | * option 1: revision of vocabulary from Unit 9
* option 2: revision of vocabulary from Unit 8 & 9
* Unit 9 test (available in Teacher’s Resource Bank via MEE) – at standard and higher levels
 | * revision of grammar from Unit 9
* revision of grammar from Unit 8 & 9
 | * assessment for learning Unit 9
* Exam Practice: A2 Preliminary for Schools Reading Part 3; Speaking Part 3 and 4
* developing plurilingual skills
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| Lesson 88PB pg. 117 | Festival: International Day of Friendship* recycled vocabulary
 | Festival 2* recycled grammar
 | * learning about International Day of Friendship
* making a poster
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| Lesson 89AB pg. 124-127 | * revision of vocabulary Units 1-9
* End-of-year Test (available as above) – at standard and higher levels
 | * revision of grammar Units 1-9
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| Lesson 90PB pg. 114, 115AB pg. 122 | Project 3 – * recycled vocabulary
 | Project 3 – * recycled grammar
 | * researching places your community needs
* working together to give a presentation about redesigning a building or space in your town (collaborative learning)
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