
Dienststelle Volksschulbildung

Lehrmittel New Inspiration – Tracking-Liste für das Niveau C

Ausgangslage

Seit dem Schuljahr 2011/12 ist "New Inspiration" das obligatorische Englischlehrmittel für die Sekundarschule. Es unterstützt die Lehrpersonen in ihrer Arbeit zur Erreichung der Kompetenzen, die im Lehrplan Englisch der Bildungsregion Zentralschweiz (2004) formuliert sind.

Befragung

Nach dem ersten Durchgang mit "New Inspiration" wurden 2014 alle Lehrpersonen der Sekundarschule befragt. Die Auswertung der Umfrage ist in einem Bericht (Januar 2015) zusammengefasst. Auf dieser Grundlage erarbeitete die Dienststelle Volksschulbildung (DVS) mit der Fachberatung Englisch der Pädagogischen Hochschule Luzern und dem Macmillan Verlag einen Massnahmenkatalog. Beide Dokumente sind auf der DVS-Webseite aufgeschaltet:

① https://volksschulbildung.lu.ch/unterricht_organisation/uo_faecher_lehrmittel/uo_fl_faecher/uo_fl_fach_englisch/uo_fl_fach_englisch_sekundar

Ergebnisse

Die Ergebnisse zeigen folgendes Bild: Inhalt und Layout des Lehrmittels stossen auf grossen Anklang und werden positiv beurteilt. Auch die didaktischen Grundsätze werden durchwegs positiv beurteilt. Handlungsbedarf zeigt sich in Bezug auf die Differenzierungsmöglichkeiten in den Niveaus. Insbesondere für das Niveau C besteht Handlungsbedarf. Hier sind die Lehrpersonen der Meinung, dass die Lernenden vom Tempo und von der Stofffülle überfordert sind und das Lehrmittel nicht genügend Differenzierungsmaterial bietet.

Tracking-Liste (Niveau C)

Eine der Massnahmen bildet die vorliegende Tracking-Liste für das Niveau C mit den drei hauptsächlichen Zielsetzungen:

1. Vorschlag der Bearbeitung der Units (ersetzt den Stoffverteilungsplan für C-Niveau)
2. Reduktion der grammatischen Themen und Inhalten im Allgemeinen
3. Fachdidaktischer Kommentar zum Stellenwert von Vokabular und Grammatik

Die Liste wurde im Auftrag der DVS unter der Leitung der Fachberatung Englisch¹ und in Zusammenarbeit mit dem herausgebenden Verlag² erarbeitet. Sie wird online zur Verfügung gestellt, um mit einer optimalen Verlinkung zu hilfreichen Materialien, die Lehrpersonen des Niveaus C zu unterstützen. Die Planung basiert auf 36 Schulwochen, das bedeutet ungefähr eine Zeitspanne von 9 Wochen zur Behandlung einer Unit, bzw. 4 Units pro Schuljahr: New Inspiration 2 in der 7. und 8. Klasse, New Inspiration 3 (Unit 1 bis Unit 4) in der 9. Klasse.

¹ Katharina Fischer, Sekundarlehrerin phil I, MAS Fremdsprachendidaktik, Dozentin PHLU und Nathalie Schmid, Master of Arts in Secondary Education

² Aniko Escher, ELT Consultant Switzerland, Macmillan Education

1. Vorschlag der Bearbeitung der Units

Die Units wurden unter dem Gesichtspunkt von interessanten Inhalten aufbereitet. Im Zentrum steht die Handlungs- und Inhaltsorientierung. Aus diesem Grund wird nicht immer mit der ersten Lesson (L1) einer Unit begonnen. Dieser Vorschlag zeigt auf, wie die Units thematisch angegangen werden können. Die Zeitfenster für Tests und Lernkontrollen sind nicht aufgeführt, da diese individuell an den Unterricht angepasst werden müssen.

2. Reduktion der grammatischen Themen und Inhalten im Allgemeinen

- Als Übersicht, was in den Units weggelassen werden kann, ist zu Beginn der Units ein *Hinweis (gelb unterlegt)* angefügt. In der Spalte EXTRA Materials finden sich Ergänzungen, die per Hyperlink direkt heruntergeladen werden können.
- Da es sich um einen Vorschlag handelt, sollen Inhalte, die der Klasse nicht entsprechen, mit anderen ersetzt werden.

Bezüglich der Grammatischen Strukturen wurden diese auf die wichtigsten reduziert. Gemäss der inneren Differenzierung soll in den C-Klassen mit diesem Vorschlag der Reduktion flexibel und auf die Klasse angepasst gearbeitet werden. Um die Reduktion der grammatischen Themen hervorzuheben und den Lehrpersonen eine konkrete Hilfestellung zu geben, wurde alles in der Tracking Liste aufgeführt und nicht wie ursprünglich vorgesehen im Dokument "Aufbau Grammatischer Kompetenzen".

3. Fachdidaktischer Kommentar zum Stellenwert von Vokabular und Grammatik

In C-Klassen sollen den Lernenden mit Hilfestellungen und Kommunikationsstrategien vielfältige und interessante Sprech- und Handlungsgelegenheiten ermöglicht werden. Da bei steht das Vokabular und nicht die Grammatik im Zentrum (Zitat von Michael Lewis: "Language consists of grammaticalized lexis, not lexicalized grammar". Lexical Approach³).

- In der Broschüre „Englisch und Französisch in der Volksschule, Umsetzungshilfe für Lehrpersonen und Schulleitungen“⁴ werden die Grundsätze des modernen Fremdsprachenunterrichts aufgeführt.

„Mit einem kommunikativen und handlungsorientierten Sprachunterricht bleiben die Lernenden motiviert. Das Lernen eines Inhalts (Content) in Verbindung mit einer neuen Sprache ist der Kern des CLIL-Ansatzes (Content and Language Integrated Learning). Sprache wird nicht nur der Sprache willen gelernt; die Lernenden erwerben auch neue Lerninhalte durch die Vermittlung einer Fremdsprache. Wörter, und damit die Orthografie sowie die Grammatik, sind dem Inhalt untergeordnet und werden nicht ohne Kontext gelernt, geübt oder getestet.“

- Der Unterricht ist auf dem didaktischen Prinzip (Lehrplan Englisch 2004, S. 7) aufgebaut.

„Fluency and Accuracy: Der Unterricht trägt der Tatsache Rechnung, dass im Sprachlernprozess gewisse Fehler durchlaufen werden müssen, weil die Lernenden ihr Sprachsystem stufenweise aufbauen. Korrekturen sind hilfreich, wenn sie dem Spracherwerbsstand angepasst sind. Die Ansprüche an formale Korrektheit der sprachlichen Äusserungen nehmen darauf Rücksicht; insbesondere ist bei freier, persönlicher Formulierung eine hohe Fehlertoleranz angebracht, damit Spontaneität und Kommunikationsfreude erhalten bleiben. Auch Schülerinnen und Schüler sind sich bewusst, dass sie Fehler machen dürfen.“


³ Lewis, M. (1993). *The Lexical Approach: The State of ELT and a Way Forward*. Hove, UK: Language Teaching Publications.

⁴ https://volksschulbildung.lu.ch/unterricht_organisation/uo_faecher_lehrmittel/uo_fl_faecher/uo_fl_fach_englisch



Tracking-Liste für das Niveau C







Legende



New Inspiration besteht aus verschiedenen Komponenten, die in der Tabelle genauer aufgeführt sind.



Abkürzungen	Information
SB	Student's Book
WB	Workbook
TB	Teacher's Book (inklusive Test CDs)
Macmillan Topics	Verschiedene Topics wie Festivals, People, Travel & Tourism etc.
OSE	www.onestopenglish.com 🔑  Zugang zum Staff Room auf OSE: Bezug zu einem reduzierten Preis beim Lehrmittelverlag Luzern (2015: CHF 30.–)
Culture View	Culture View DVD Pack 1 (ISBN 978-0-230-46676-0), Culture View DVD Pack 2 (ISBN 978-0-230-46679-1)
MEGIC	Macmillan English Grammar in Context, Essential Pack with Key (ISBN 978-1-405-07051-5)

GRADE 7

Week	Unit (SB & WB)	Topic / Content	Focus on Language	Teacher's Book Optional activities	EXTRA Materials
Suggestions: What can be left out? Unit 1/L2: Unit 1/L3: possessive adjectives and possessive pronouns; `s and s`; irregular plural forms					
1	U1/Welcome & Preview (SB p6-9) U1/Inspiration EXTRA! (SB p18)	Getting to know the class and the course book (SB p6-9) Sketch: See how good you are at acting. (SB p18)	Vocab Vocab	p24 Warmer 1 p25 Speaking Optional activity p25 Vocabulary Optional activities p25 Follow-up activities	OSE: Countries and Nationalities quiz
2	U1/L4 (SB p16/17)	Getting to know the characters from the book Personal Profiles (SB p16/17) Task: Find information on the characters from the course book by exploring the Student's Book (SB p6/7 and p10/11) as well as the Workbook (WB p4-10)	Vocab	p38 Reading Optional activity p38 Ex 3 Optional activity p38 Speaking Optional activity p39 Writing Optional activity	OSE: Favourites  Getting to know your classmates 

3	U1/L1 (TB p161)	Talking about habits Task: Conducting a survey Students work in pairs or in small groups to come up with their own survey questions based on a specific topic. (E.g. transport, health, eating habits, using smart phones etc.). After conducting the survey, they can report their findings on what the most common daily routines are in the class.	Vocab / Grammar (present simple: affirmative/ negative/ question)	p161 Photocopiable worksheets: Do you eat chips every day?	OSE: Likes and dislikes  Boardgame: frequency adverbs  Game: Leisure time adverbs  Daily routine class survey 
4	U1/L1 (SB p10/11)	Talking about regular activities, likes and dislikes (SB p10/11) and clothes (SB p13 Word Bank) Task: Create your own profile poster – It will serve as an introduction piece to each student. (Let the questions on SB p10/11 and 16/17 to guide your students.)	Vocab	p28 Warmer 2 p29 Speaking Optional activity p163 Photocopiable worksheet: Clothes bingo!	Inspiration Website: Take two teenagers...east and west Teacher's Notes OSE: Clothes Culture View: Appearance (Documentary + Sketch)
5 - 6	U1/L1 (WB p2-5) (SB p11 and p112)	Focus on Language: present simple WB p2-5 SB p112 Language File Ex. 1	Grammar (present simple: affirmative/ negative/ question)	p30 Language Workout Optional activity p30 Homework	Inspiration website: Present Simple: be Present Simple and adverbs of frequency The face of the future Teacher's notes OSE: Like + gerund  Present Simple card game  MEGIC: Unit 1: the verb to be 1 Unit 2: the verb to be 2 Unit 5 Present Simple 1 Unit 6: Present Simple 2 / Ex. 1,2,3
AUTUMN HOLIDAYS					
7	U1/L3 (SB p14/15)	Talking about social networking sites: SB p14/15 Ex. 1-3 and Ex. 6-8 - Do you use Facebook/Twitter/ blogs etc.? - What are you doing at the moment? (Referring to what people write on their blog, Twitter or Facebook status update.)	Grammar Present Simple and Continuous (use both receptively; but only Present Simple productively)	p34 Reading Optional activity p35 Vocabulary optional activity p36 Follow-up activity p162 Photocopiable worksheets: Party time! p36 Weblink: www.twitter.com	Inspiration website: Information technology – Social networking Teacher's notes Extended version of the SB text: Hashtags and Twitter chats


				Connect with your friends — and other fascinating people. Get in-the-moment updates on the things that interest you. And watch events unfold, in real time, from every angle. https://support.twitter.com/ If your students want to get started on Twitter, they can find all the necessary instructions and other FAQs.	OSE: Teen talk: Does your status need an update? Getting connected – Social networks Jobs 1  Jobs 2
8	Macmillan Topics PEOPLE (p4)	Talking about famous diaries and blogs Task: Start a class blog and write a comment. (If you do not want to start an online blog, you could do this on your School Network or simply simulate it on a Whiteboard or Flip Chart in the classroom)	Vocab	Weblinks: http://startbloggingonline.com/ http://www.bloggingbasics101.com/how-do-i-start-a-blog/ If your students want to start blogging, these websites could help you setting up your own blog by giving you step-by-step introductions and tips. http://teacherchallenge.edublogs.org/step-1-set-up-your-class-blog/ http://www.creativeeducation.co.uk/blog/how-to-set-up-a-class-blog-quickly-and-easily/ And these sites could help you setting up a class blog!	Inspiration website: A blog about me Teacher's notes Macmillan Readers: The Princess Diaries The Princess Diaries 2
9	Revision (SB p19) (WB p12) Macmillan Topics FESTIVALS (p11)	Revision on Lesson 1, 3,4 Your Choice Revision Lesson 1 and 4 Learning about Halloween	Grammar		OSE: Halloween resources
10	U1/Culture (SB p20/21) (WB p14/15) U2/L2 (SB p25)	Getting to know some of the landmarks of London and life in England WB p14 Map of London SB p25, Ex. 6-8 Preposition of place and Town facilities	Vocab Prepositions of Places	p41 Reading Optional activity p41 Weblinks: http://www.london-sightseeing-guide.com/ http://www.visitlondon.com/things-to-do/sightseeing/tourist-attraction/top-ten-attractions http://www.aviewoncities.com/london/londonattractions.htm p46 Vocabulary Optional activity	OSE: Live from London: sites (audio)  Extensive reading: Philip Prowse: This is London Culture View: Home Documentary
11	Revision (SB p31) (WB p24)	Focus on Language: Preposition of Places Revision on Unit 2 Lesson 2	Vocab Preposition of Places	p47 Follow-up activity p47 Homework p165 Photocopiable worksheets: Where is it?	Inspiration website: My room Teacher's notes

Suggestions: What can be left out? Unit 2/L2: Ex. 1-6 and 9; should and shouldn't Unit2/L3					
12	U2/L1 (SB p22/23) (SB p114)	Talking about and comparing carnivals Carnivals SB p22/23 Focusing on Language: Comparative and Superlative SB p114 Language File Ex. 5	Vocab Grammar: Comparative/ Superlative	Reminder: 11 th November 11:11 is the official start of Carnival in Switzerland. p43 4 Speaking Optional activity p43 6 Speaking Optional activity p44 Writing Optional activity p44 Follow-up activity p44 Weblink: http://www.rio-carnival.net/ http://www.thenottinghillcarnival.com/ http://www.mardigrasneworleans.com/	Extended version of the SB text: Carnivals OSE: A ghost's guide to London: Episode 3: Notting Hill (audio) Inspiration website: Comparatives Superlatives
13	U2/L1 (WB p16/17) Macmillan Topics FESTIVALS (p8-10)	Talking about and comparing carnivals: Carnivals around the world WB p16/17 Task: Write a short description of your local carnival then compare it to those in the WB. Students could visualise this on a poster using lots of pictures and information that they can find on the internet.	Grammar: Comparative/ Superlative	Weblinks: http://www.skyscanner.net/news/15-worlds-best-carnivals http://www.theatlantic.com/photo/2015/02/carnival-2015-around-the-world/385537/ http://en.wikipedia.org/wiki/Carnival	OSE: Comparatives and Superlatives Comparing capitals 
14-15	Macmillan Topics FESTIVALS (p2 and p15)	Talking about festivals around the world Task: Present a famous festival / holiday (Macmillan Topics: Festivals p2 and p15 Project 2 and 6) In pairs or small groups, students choose one of the international holidays / festivals on p2 to present to the class. They should research their festival online and present their findings in form of a poster or a digital presentation (e.g. PowerPoint, Prezi)	Vocab		OSE: http://www.onestopenglish.com/teenagers/topic-based-materials/festivals/
16	Macmillan Topics FESTIVALS (p7)	Christmas around the world: talking about food and traditions	Vocab	You could let your students compare British / American and Swiss traditions or if you have a large multinational class, you could let your students tell each other how they celebrate in their culture.	OSE: Christmas webquests Live from London: Christmas (audio) Festivals: Christmas A ghost's guide to London: Christmas special: Part 2 (audio) 
CHRISTMAS					





17	U2/L4 (SB p28) Macmillan Topics FESTIVALS (p3-5)	New Year around the World: talking about traditions	Vocab	p51 Warmer 2 p51 Reading Optional activity p52 Homework p52 Weblink: http://www.fathertimes.net/traditions.htm	OSE: Festivals: New Year's Eve Live from London: New Year (audio) New Year Lesson Plan
18	Revision (SB p31) (WB p24)	Revision on Lesson 1	Grammar: Comparative/ Superlative	p164 Photocopiable worksheet: What's the difference?	MEGIC: Unit 49 Comparatives and superlatives 1 Unit 50 Comparatives and superlatives 2

Suggestions: What can be left out?
Unit 3/L3: past continuous; why and because

19	U3/L1 (SB p36) (WB p28/29)	Talking about past events: The Great Fire of London SB p36 Ex. 1-4 and Extension of Ex. 6, Ex. 8 (Note that Ex. 5 and 6 will be covered later in week 21)	Vocab Grammar (past simple)	p58 Warmer 1 and 2 p59 Vocabulary Optional activity p60 Pronunciation Optional activity p60 Follow-up activity p60 Weblink: http://www.bbc.co.uk/history/british/civil_war_revolution/launch_ani_fire_london.shtml http://www.bbc.co.uk/history/british/civil_war_revolution/great_fire_01.shtml	Extended version of the SB text: The San Francisco Earthquake
20	U3/L2 (SB p38/39) (SB p115) (WB p28)	Talking about past events: London Facts SB p38 and Last weekend SB p39 Focus on Language: Past Simple SB p115 Language File Ex. 8 WB p28 Ex. 3 & 4	Grammar (past simple: affirmative / negative/ question)	p61 Warmer 2 p61 Opener Optional activity p62 Listening Optional activity p63 Follow-up activity p63 Weblink: http://www.aviewoncities.com/london/londonattractions.htm http://www.bardstage.org/globe-theatre-sitemap.htm	Inspiration website: Past Simple: be Past Simple: regular and irregular verbs OSE: Making conversation – past simple questions and responses Past tense practice with hilarity Past simple: last week
21	U3/L1 (SB p37)	Talking about past events: Inventions p37 Ex. 5 and 6	Grammar (past simple: affirmative / negative/ question)	p59 Speaking Optional activity p167 Photocopiable worksheets: Looking back Weblink: http://www.inventionreaction.com/famous/	OSE: Inventions


22	U3/L4 (SB p42/43) (SB p39)	Learning about the life and works of Shakespeare & Dickens (SB p 42/43 Ex. 1-6) Focus on Language: Adverbial phrases of time SB p39 Language Workout	Grammar (past simple: affirmative / negative/ question) Vocab: Adverbial phrases of time	p67 Warmer 2 p69 Listening Optional activity p69 Speaking Optional activity p70 Follow-up activity 1 p70 Weblink: http://www.charlesdickensinfo.com/life/ http://shakespeare.org.uk/explore-shakespeare/faqs.html	Culture View: Literature Documentary Extensive Reading: Charles Dickens: A Christmas Carol Shakespeare: Romeo and Juliet
23	U3/L4 (SB p43)	Talking about famous Swiss people Task: Write a short biography of a famous Swiss person (SB p43 Ex. 7)	Vocab Grammar	p69 Writing Optional activity p70 Follow-up activity 2 Weblink: http://www.topswitzerland.ch/swiss_top_people.html http://www.biography.com/#!/people/groups/swiss	OSE: Jumbled biographies 
24	U3/Culture (SB p46/47)	Learning about the origins of New York City SB p46/47 Ex. 1-4	Vocab	p73 Reading Optional activity p73 Weblink: http://en.wikipedia.org/wiki/New_York_City http://www.localhistories.org/newyork.html http://www.newyork.com/resources/history-new-york-city/	Inspiration website: Hello, New York! Teacher's notes San Francisco webquest OSE: Christopher Columbus
25	U3/Culture (SB p47)	Learning about the history of your town Task: Research and write about your town history (SB p47 Ex. 5 Mini-Project)	Vocab		Instead of the Culture Lesson, you could read The Stranger by Norman Whitney. (WB p23)
26-27	U3/Inspiration EXTRA! (SB p44) Revision (SB p45) (WB p36)	Language Links, Sketch, Game Revision on Lessons 1 and 2	Grammar: Past simple	p168 Photocopiable worksheets: Who? What? Where? When?	Inspiration website: CLIL History Teacher's notes Remembering the past Teacher's notes MEGIC: Unit 10 Past Simple (1) Unit 11 Past Simple (2)



Suggestions: What can be left out? Unit 4/L2 Unit 4/L3: adverbs of manner					
28	U4/L4 (SB p54/55)	Talking about TV-series / programmes SB p54/55 Ex. 1-3 (Note that Ex. 4 and 5 will be covered later in week 30.)	Vocab	p83 Opener Optional activity p83 Reading Optional activity p 84 Learner Independence Optional activity Weblink: Show a short sequence of Ugly Betty: https://www.youtube.com/watch?v=i_x1TZjFRBM	OSE: Talking about TV Television
29	U4/L4 (WB p46/47)	Talking about films and TV-shows "A slumdog millionaire" WB p46/47 WB p47 Learner Independence	Vocab	Weblink: Trailer of Slumdog Millionaire: https://www.youtube.com/watch?v=AlzbwV7on6Q Slumdog star kid is still living in poverty https://www.youtube.com/watch?v=VOv4odCcBMo	OSE: TV and films
30-31	U4/Inspiration EXTRA! (SB p56) (SB p53 and 55) (TB p82 and 84)	Talking about TV-series/ programmes Teachers choose: 1. Task: Present your favourite TV-series (SB p56 Project: p55 combined with SB p55 Ex. 4 and 5) or: 2. Task: Make up your own TV series and the main character (SB p55 Ex. 5 and TB p84 Homework combined with SB p53 Ex. 7 and TB p82 Homework)	Vocab Vocab	Weblink: www.imdb.com If everybody in your class watches one or two particular soaps, they could use the trivia sections here to create a quiz. p82 Homework p84 Homework	OSE: Soap Operas
32	U4/L1 (p48/49)	Talking about future plans and intention Dan the Man SB p48/49 Ex. 1-6 (Note that Ex. 7 and 8 will be covered later in week 35)	Vocab Grammar (future: going to)	p76 Weblink: http://www.wbstudiotour.co.uk/ https://www.pottermore.com/en	Plurilingual worksheet: Harry potter – a global phenomenon OSE: Harry Potter interview



33	U4/L3 (SB p52/53)	Talking about the way people do things: You spoke too fast SB p52/53 Do drama exercises using adverbs in the Word Bank SB p53: Extension	Vocab (Grammar: adverbs understanding their meaning, but no focus on actively using them)	p80 Warmer 2 p80 Reading Optional activity p81 Listening Optional activities p172 Photocopiable worksheet: Adverb Puzzle p82 Weblink: http://www.improvenycyclopedia.org/ Try out some of these drama exercises with your class.	Culture View: Literature Sketch: The audition OSE: Drama: The adverb game Adverb Game 2 Adverb Game 2 Board Adverb Game 2 Cards
34	U4/L1 (WB p 40/41 SB p116)	Focus on Language: Future: going to WB p40/41 Holiday Plans: Safari and Surf SB p116 Language File Ex.10	Vocab Grammar (future: going to)		Inspiration Website: Going to OSE: What is Jennifer going to do?  What am I going to do? 
35	U4/L1 (SB p49)	Talking about holiday plans Task: Create and conduct a class survey on holiday plans (SB p49 Ex. 7-8 Speaking and Writing)	Grammar (future: going to)	p76 Follow-up activity 1	OSE: Holiday Game  (Change the structure to 'going' to)
36	Revision (SB p57) (WB p48)	Revision on Lesson 1 and 4	Grammar: future going to	p170 Photocopiable worksheet: Memory test	OSE: Which one are you going to buy? 



GRADE 8

Week	Unit (SB & WB)	Topic / Content	Focus on Language	Teacher's Book Optional activities	EXTRA Materials
Suggestions: What can be left out? Unit 5/L2: only receptive use of how much / how many (countable/uncountable) Unit5/L3 : Text: „Satnavs“ Unit 5/L4: Integrated Skills (Topic of travelling will be dealt with in Unit 6)					
1	U5/Culture (SB p72) U5/Culture (SB p73) (WB p62/63)	Talking about teenage life styles Teenage Life Quiz (SB p72 Ex. 1 Opener) Let the girls work on the Reading in the SB (p73) and the boys in the WB (p62). Summarize your findings under different categories then compare the life of teenage girls with teenage boys.	Vocab Vocab	Use the following categories to create a table for making notes: <ul style="list-style-type: none"> - Hobbies (Leisure activities) - Dreams about the future - Relationships (parents, friends) - Problems / Issues 	Inspiration Website: Teenage life Teacher's Notes
2	U5/Culture (SB p73)	Talking about teenage life styles Task: Create and conduct a Teenage Life Survey. Interview students in your school. Use the worksheet from last week for making notes then use your notes to write about the differences and similarities between English and Swiss teenagers. (SB p73 Mini-project)	Vocab	Weblink: http://www.stageoflife.com/StageHighSchool/OtherResources/Statistics_on_High_School_Students_and_Teenagers.aspx There are a LOT of statistics about teenagers and students on this page. Stage of Life® has spent years working with tens of thousands of teens to pull exclusive statistics about high school students. Make sure you check out the Notes to the Teacher page for ideas on how to use these teen statistics as writing exercises in class.	
3	U5/L1 (SB p62/63)	Talking about future arrangements and describing a sequence of events: SB p62/63 Ex. 1- 7 Project: Plan “A day out in your local town” for the autumn holiday (SB p63 Ex. 9 Extension) Task 1: Interesting places, events, timetable (Task 2: Where to eat and what to order) (Task 3: How to get to these places→giving directions)	Vocab (Sequencing Adverbs) Grammar (present continuous)	p90 Warmer 1 Start together as a class: Let your student visit your local Tourist Office and collect brochures in English or direct them to local websites where they can get information for this project. Then they should work in small groups to complete the 3 tasks over the next 6 weeks.	Macmillan Topics: Travel and Tourism p14
4	U5/L1 (WB p52/53) (SB p63 and p117)	Focus on Language: present continuous WB p52/53 Ex. 2,3 & 4 SB p63 Language Workout SB p117 Language File Ex. 13	Grammar (present continuous)	p92 Follow-up activities 2 p92 Homework p173 Photocopiable worksheets: What are we doing?	Inspiration website: Present continuous: future OSE: Making arrangements

5	U5/L2 (SB p64/65)	Ordering a meal in a restaurant: SB p64/65 and WB p55 Ex. 5-6 Project Plan “A day out in your local town” for the autumn holidays (Task 1: Interesting places, events, timetable) Task 2: Where to eat and what to order (Task 3: How to get to these places (giving directions))	Vocab / Grammar (any/some)	p93 Warmer 2 p93 Reading Optional activities p94 Your response Optional activity p94 Vocabulary Optional activities p95 Follow-up activities Remind your students that they may want to recommend local specialities if they have foreign guests.	Culture View: Food Inspiration Website: You are what you eat Teacher's notes OSE: Food groups
6	U5/Inspiration EXTRA! (SB p70) (SB p65) (WB p54)	Ordering a meal in a restaurant: SB p70: Sketch SB p65 Ex. 6-7 WB p54 Ex. 1	Vocab	p102 Sketch Optional activity p94 Role Play Optional activities p95 Writing Optional activity	Culture View: Food Inspiration Website: Food around the world Teacher's notes
AUTUMN BREAK					
7	U5/L2 (WB p52/53) (SB p65, 118)	Focus on Language: countable / uncountable WB p54/55 Ex. 2-4 SB p65 Language Workout SB p118 Language File Ex. 14	Grammar (any/some)	p95 Language Workout Optional activity p174 Photocopiable worksheet: Shopping list	Inspiration website: Countable/Uncountable nouns MEGIC: Unit 43 Countable and uncountable nouns
8	U5/L3 (SB p67) (SB p66, depending on interest and time)	Giving directions: SB p67 Ex. 4-8 SB p67 Ex. 6 Extension or Ex. 8 Writing Project Plan “A day out in your local town” for the autumn holidays Part 3 (Task 1: Interesting places, events, timetable) (Task 2: Where to eat and what to order) Task 3: How to get to these places (giving directions)	Vocab	Leave out the text on Satnavs unless your students are really interested. It is easier to complete the task if students have access to a local map. (You could search for your local map on Google Maps and project it on the wall or whiteboard.)	OSE: Directions interactive game  Grammar: around the town – vocabulary, prepositions and directions
9	U5/L3 (WB p56/57) (SB p67, 118)	Focus on Language: 1. Prepositions of direction WB p57 Ex. 5, 6 & 7 and SB p67 Word Bank 2. verb + object WB p56, Ex. 4 and SB p67 Language Workout and SB p118 Language File Ex. 17	Vocab (prepositions) Grammar (verb + object)		Inspiration website: Verb + indirect and direct object MEGIC: Unit 36 Verbs + objects
10	U5	Presentation of the Project: “A day out in your local town”	Vocab / Grammar		

Suggestions: What can be left out? Unit 6/L1 Unit 6/L2: indefinite pronouns and adverbs; with very weak learners only receptive use of present perfect with 'just' Unit 6/L3: only receptive use of too much/too many					
11	U6/L4 (SB p80/81)	Talking about favourite places SB p80/81 Task: Write a short text about your favourite place and attach a picture (SB p81 Ex.6). This could be in Switzerland or anywhere else in the world they have actually been to. Put them up on the wall and allow students to walk around and read all of them. Can they guess whose favourite places these are?	Vocab Grammar (past simple)	p115 Warmer 2 p116 Reading Optional activities p117 Writing Optional activity	
12	U6/Inspiration EXTRA! (SB p82)	Talking about famous places: Wonders of the world (SB p82. Project) Task: Present a modern or a natural wonder Working in small groups, students do some research on famous places or landmarks that they have not yet been to but would like to visit. Follow up: Conduct a quick class survey on the places presented – <i>'Have you ever been to ...?'</i>	Vocab Grammar: Present perfect (Have you ever been to... I have never been to...)	Here is a link to the 'Seven Wonders of Europe' Do your students agree with this list? Do they want to add to the list? Weblink: http://www.europeanbestdestinations.com/top/seven-wonders-of-europe/ If you have a large multinational class, you could ask students to show one of the most famous places of their country or home town.	OSE: Ancient Egypt
13	U6/L3 (SB p78/79) Macmillan Topics Travel and Tourism (p12-13)	Saying what's wrong with something London City Sights (SB p.78/79) Task: Compare your personal experience with what guidebooks say about a place you know well (Recommended reading from Macmillan Topics: Travel and Tourism p12-13)	Vocab	p112 Warmer 1 p114 Follow-up activities 2 It is very likely that students at this age have the most experience with local or famous Swiss places. Weblink: http://www.rhinocarhire.com/Top-Ten/Things-to-do-in-Switzerland.aspx http://www.myswitzerland.com/en-ch/top-attractions.html	Macmillan Cultural Reader: England Inspiration website: Too much/too many and (not) enough
14	U6/L2 (SB p76/77)	Talking about experiences: Travelling & Means of Transport (SB p76/77) Create a transport word map / mind map Use the websites to collect vocabulary then choose 5 vehicles for the task. Task: Conduct a quick survey in your class: 'Have you ever travelled by...?'	Vocab Grammar: Present perfect (Have you ever been to...? I have never been to...)	p110 Speaking Optional activity p111 Weblink: http://www.ltmuseum.co.uk/ https://www.verkehrshaus.ch/en Alternatively, if your students are interested, you could cover the extra CLIL lesson in the WB: History of transport. (WB p116-117)	Culture View: Transport Extended version of the Student's book reading text: 6.2 Have you ever? OSE: Travel  Land transport 


15	U6/L2 (WB p66/67)	Talking about experiences Focus on Language: present perfect WB p66/67 Ex. 1-5 SB p77 Language Workout SB p119 Language File Ex. 18 and 19	Grammar: Present perfect (Have you ever been to...? I have never been to...)	p109 Warmer 2 p111 Follow-up activity p177 Photocopiable worksheets: My favourite things Allow weaker students to use the irregular verb list SB p127.	Inspiration website: What have you done recently? Teacher's notes Present Perfect MEGIC: Unit 14 Present Perfect Simple (Ex. 1,2,3,4) OSE: Have you ever...?  Present Perfect tips Present Perfect: Experiences 
16	U6/Inspiration EXTRA! (SB p82) (SB p83)	Game Revision on Lesson 1, 2 & 4 YOUR CHOICE	Grammar: Present Perfect		Inspiration website: Ask and tell Teacher's notes OSE: Life's a journey
CHRISTMAS					

Suggestions: What can be left out? Unit 7/L2: Dialogue and Exercises except for Ex. 6, 8 and 9 Unit7/L3					
17	Macmillan Factual Reader Arctic and Antarctica	Reading and learning about the Arctic with a CLIL reader. Related worksheets and audio can be downloaded for free: http://www.macmillanyounglearners.com/readers/arctic-and-antarctica-0	Vocab	p132 Warmer 2 Weblinks: http://www.worldatlas.com/webimage/countys/polar/arctic.htm http://www.thearctic.is/articles/overviews/homeland/enska/index.htm http://maps.grida.no/arctic/	
18	U7/L4 (SB p94/95) (SB p96)	Describing a journey: Ice Paradise (SB p94/95) Booking a hotel room: Sketch (SB p96) Task: Write your own sketch on booking a hotel room or checking in at the reception.	Vocab	p133 Reading Optional activity p134 Weblink: http://www.icehotel.com/accommodation/winter/ http://www.icehotel.com/activities/winter-activities/ p135 Sketch Optional activity	Inspiration website: A blog about a trip Teacher's notes OSE: At a hotel  Hotel rooms 

19	U7/Inspiration EXTRA! (SB p96)	Talking about English around the world: Language Links (SB p96)	Vocab	Weblink: http://poster.4teachers.org/worksheet/view.php?ID=100137 A site where you can get useful information and listen to an actor telling the same story in 5 different English accents.	Inspiration website: English in the World Teacher's notes Macmillan Topics: Communication (p12-13) Culture View: Languages
20	U7/Culture (SB p98/99)	Learning about body language across the world: Saying it without words (SB p98/99 Ex. 1-5) Task: In small groups or pairs, students choose a European country and with the help of this website make a list of the 10 most important etiquette rules to keep in mind when visiting this country. (The main task is really to cut the long list and agree on the 10 most important ones. Afterwards students can compare etiquette rules across Europe.)	Vocab	p135 Language Links Optional activity Weblink: http://www.vayama.com/etiquette/ If you have no time for a task here, you could add this to the list of tasks in Week 26. If you have a large multinational class allow your students to research the etiquette rules of their country of origin. If you have no internet access in your classroom, print off the lists prior to the class.	OSE: Body Language Worksheet 1 Body Language Worksheet 2 Teacher's Notes Macmillan Topics: Communication (p9)
21-22	U7/Culture (SB p99) (WB p86/87)	Talking about cultural differences regarding social obligations and manners: Do the right thing QUIZ (SB p99 Ex. 6 and WB p86/87) Highlight the words (must/mustn't/have to/don't have to) in the quizzes in the SB and WB.	Vocab (must/mustn't /have to/don't have to)	p137 Opener Optional activity p137 Reading Optional activity p137 Speaking Optional activity p138 Ex. 7 Optional activity p138 Weblink: http://www.ukstudentlife.com/Personal/Manners.htm	Inspiration website: Social situations Teacher's notes Do the right thing Teacher's notes Macmillan Topics: Communication (p3)
23	U7/L1 (SB p42/43) (WB p76) U7/Inspiration EXTRA! (SB p96)	Expressing obligation and prohibition: I'm A Celebrity-Get me out of here! (SB p88/89 Ex. 1-7) How real is reality TV? (WB p76 Ex. 1 and 4) Game: Desert Island (SB p96)	Vocab Grammar (must/mustn't)	p123 Reading Optional activities p123 After Reading Optional activity Weblinks: http://www.bbc.co.uk/programmes/b006qnmr Listen to recordings of the famous British radio programme Desert Island Discs, in which famous people talk about what they would take with them to a desert island.	OSE: Desert Island Discs
24	U7/L1 (WB p76/77) (SB p120)	Expressing obligation and prohibition: Focus on Language: must / mustn't They must eat insects and worms (WB p76/77 Ex. 2-3) Language File (SB p120 Ex. 22)	Vocab Grammar (must/mustn't)	p125 Follow-up activities p125 Homework p179 Photocopiabe Worksheet: Jungle survival	Inspiration website: Must – mustn't OSE: You must not..!

25	U7/L2 (SB p91) (SB p120)	Expressing obligation and lack of obligation Focus on Language: have to / don't have to What do you have to do every day? (SB p91 Ex.6, 8 and 9) Language File (SB p120 Ex. 23)	Vocab receptive use (have to/don't have to)	p128 Writing Optional activity p180 Photocopiable Worksheets: How many sentences can you make?	Inspiration website: Have to – don't have to MEGIC: Unit 23 must, have to, should
26	U7/L1 (SB p89) or U7/Culture (SB p99)	Teachers can choose: 1. Task: What things you must and mustn't do in your town? Make a list of places and rules. (SB p89 Ex. 8) or 2. Task: Write some information on social obligations for a visitor to your country (SB p 99 Ex. 8 Mini-project)	Vocab Grammar (must/mustn't/do n't have to)	p125 Writing Optional activity Weblink: http://www.vayama.com/etiquette/switzerland/ If you haven't done the task of week 20, you could also opt for it now.	Inspiration website: School rules Teacher's notes
27	WB CLIL pages (WB p118/119)	Learning about tropical rainforests and/or oceans Tropical Rainforest (WB p118/119) And/or: Water world and its creatures (see link to worksheets in the EXTRA Materials column) Task: Choose an animal and research it. Create a fact sheet poster or present it to your class.	Vocab	You could either choose one of these topics to work on with your class or alternatively, you could create 2 groups and let one work on tropical rainforests and the other on water world. As these worksheets set the same project, groups could easily compare their findings with each other. Or each pair of students could choose a different animal to research and present to the class. p207 Teaching notes	Inspiration Website: Water world Teacher's notes Factual Reader: Rainforest Sharks



Suggestions: What can be left out? Unit 8/L2					
28	U8 (WB p100-102) (WB p109)	Reading "STARS" Chapters 1-3 WB p100-102 & p109 (questions)	Vocab	The 'STARS' story can be seen as a topical introduction to Unit 8 while consolidating the language covered in New Inspiration 2 p202 Chapter 1 Optional activity p202 Chapter 2 Optional activity p202 Chapter 3 Optional activity	
29	U8 (WB p103-105) (WB p110)	Reading "STARS" Chapters 4-6 WB p103-105 & p110 (questions)	Vocab	p202 Chapter 4 Optional activity p202 Chapter 5 Optional activity p203 Chapter 6 Optional activity	

30	U8 (WB p106-108) (WB p111)	Reading "STARS" Chapters 7-9 WB p106-108 & p111 (questions)	Vocab	p203 Chapter 7 Optional activity p203 Chapter 8 Optional activity p203 Chapter 9 Optional activity p203 After reading activities	
31	U8/L3 (SBp104/105)	Asking for agreement: Film and TV Quiz (SB p104/105 Ex 1, 2 with Extension and 6)	Vocab Grammar (receptive use of Question tags)	p184 Photocopiable worksheets: Do you agree with me? p146 Weblink: http://www.challengethebrain.com/questions-and-answers-movie-quiz.htm	Inspiration website: Question tags with be
32	U8/L1 (SB p100/101) (WB p88)	Describing a process and expressing purpose: Animated Films (SB p100/101 Ex. 1-7) WB p88/89 Ex.1-4	Vocab Grammar (Infinitive of purpose)	p140 Role Play Optional activity p141 Homework p141 Weblink: http://www.imdb.com/title/tt0432283/?ref = nr_sr_1 – Fantastic Mr Fox http://www.imdb.com/title/tt2294629/?ref = nr_sr_1 - Frozen	Extended Student's Book text: Frozen Inspiration website: Infinitives of purpose OSE: How many uses can you think of?  MEGIC: Unit 30 Purpose
33-34		Watching the film "Fantastic Mr. Fox"	Vocab	Weblink: http://www.roalddahl.com/create-and-learn/teach/teach-the-stories/fantastic-mr-fox-lessons	
35	U8/L4 (SB p106/107)	Describing a process: Walking with Dinosaurs (SB p106/107 Ex. 1-4) Ex. 5 is optional.	Vocab	p148 Follow-up activity p148 Homework p148 Weblink: http://www.dinosaurlive.com/	OSE: Dinosaur facts Factual readers: Dinosaur World
36	U8/Extension (SB p109) Revision (WB p96) Review (SB p110/111)	Extension SB p109 Lesson 1,3 and 4 Revision WB p96 Lesson 1 and 4 SB p110/111 Ex. 2/3/12	Vocab & Grammar		Inspiration Website: How much do you remember? Teacher's Notes OSE: Consequences

GRADE 9

Week	Unit (SB & WB)	Topic / Content	Language	Teacher's Book Optional activities	EXTRA Materials
Suggestions: What can be left out? Unit 1 / Culture Unit 1 / L3: Past Continuous (only receptive use)					
1	U1/Welcome (SB p6/7) Preview (SB p8/9) (WB p25)	What kind of language learner are you? Introduction to the idea of a <u>Learning Diary</u> (WB p25 Learner Independence)	Vocab Vocab	p24 Optional activities	Inspiration website: Portfolio p1-2 OSE: Circles of similarities and differences Learning styles
2	U1/L1 (SB p10/11) U2/L2 (SB p25)	Talking about teenage life How are you feeling? (SB p10/11) Optional (for stronger students): Truth questionnaire (SB p25 Ex. 5, 6 & 7 could be integrated into the work on U1/L1) Task: Create a questionnaire (SB p11, Ex.6 Extension that could be combined with SB p25 Ex.7 Extension) Then write a profile of the classmate you have interviewed. (SB p11 Ex. 7)	Vocab Grammar (present simple and present continuous) Grammar (Adverbial phrases of frequency)	p27 Warmer 1 and 2 p28 Ex. 3 Optional activity p9 Follow-up activities p162 Photocopiable worksheet: What are we like? p166 Photocopiable worksheet: How well do you know your classmates? p29 Weblink: www.bbc.co.uk/videonation/feature/teenagers In that weird twilight zone between childhood and adulthood lies the teenager. Find out what they have to say on a range of issues. Watch the videos by clicking on them below...	Inspiration website: Tell your group Teacher's notes
3	U1/L1 (WB p2/3) (SB p112)	Focus on Language: Revision of present simple & present continuous: WB p2/3 Ex. 1-8 SB p112 Language File Ex. 1	Grammar (present simple and present continuous) Grammar (Adverbial phrases of frequency)		Inspiration website: Present Simple, Present Continuous and adverbial phrases of frequency OSE: Talk about routines board game MEGIC: Unit 6 Present Simple (2) / Ex. 4,5,6 Unit 8 Present Continuous (2) / Ex. 4,5,6 Unit 9 Asking questions / Ex. 4,5,6

4	U1/Inspiration EXTRA! (SB p18)	Talking about multilingualism: Famous polyglots (SB p18 Language Links) Task: Create and conduct a language survey Teachers choose: Survey 1: Where do the students in your school / class come from? What language(s) do they speak? Or: Survey 2: Ask your classmates 4-5 language-related questions from and evaluate their answers. Show the results in suitable charts. (e.g. pie chart)	Vocab Grammar (present simple and present continuous) Grammar (Adverbial phrases of frequency)	Survey 1 – This activity works well if you have a large multinational class or school. You could visualize the survey results by attaching the flags of different countries and the name of the students to a large world map to hang in the entrance hall of the school. Survey 2 – possible questions: Where were you born? What is your mother tongue? What is your favourite language? Why? What language(s) would you like to learn? Why? Do you like learning languages? Which languages do you find the most useful to learn? Why?	Plurilingual worksheets: Saying Hello and Thank you London a multicultural city OSE: One school – 71 languages
5	U1/ L3 (SB p14/15)	Talking about the past: Lucky escapes (SB p14/15 Ex. 1-6 & 8) Task: Compare lucky escapes and choose the most spectacular one Group 1: Soul Surfer: Bethany Hamilton Group 2: Teenager Shane in Darwin, AUS Follow up: Have you heard of a similar lucky escape recently? Do you have a 'lucky escape' story of your own?	Vocab Grammar past simple (receptive use of past continuous)	p33 Warmer 2 p34 Ex. 4 Optional activity p35 Ex. 6 Optional activity p35 Ex. 8 Optional activity p36 Weblink: http://bethanyhamilton.com/ Additional Links (Bethany Hamilton): http://abcnews.go.com/2020/popup?id=7628643 http://www.sonypictures.com/movies/soulsurfer/ Additional Links (to stories like Shane's): http://www.youtube.com/watch?v=u9m_F1ERCY&feature=related http://www.youtube.com/watch?v=Y0WL9mwa1gU	Extended Student's book text: She was surfing Macmillan Readers: Record breakers: The most dangerous
6	U1/ L3 (WB p6/7) (SB p113)	Focus on Language: past simple and past continuous SB p113 Language File Ex. 3	Grammar past simple (receptive use of past continuous)	p164 Photocopiable worksheet: What were you doing? p36 Language Workout Optional activity	Inspiration website: Past simple and past continuous MEGIC: Unit 11 Past Simple (2) / Ex. 5, 6, 7 Unit 12 Past Continuous (1) / Ex. 3 Unit 13 Past Continuous (2) / Ex. 4, 5
AUTUMN HOLIDAYS					

7	U1/ L2 (SB p12/13) (SB p112)	Describing past events and feelings: Talking about Holiday Experiences (SB p12/13, Ex. 1-6) SB p13 Ex.8 Vocabulary SB p112 Language File Ex. 2	Grammar Revision of past simple Vocab: Feelings	p30 Warmer 1 or 2 p30 Your response Optional activity p31 Role Play Optional activity p32 Language Workout Optional activity p32 Follow-up activity p32 Homework p163 Photocopiable worksheet: Story secrets	OSE: Strong feelings  My holiday
8	U1/L4 (SB p16/17)	Talking about significant events: Teachers choose: 1. Rosa Park text and exploring the topic of racism: SB p16/17 Ex. 1-3 or: 2. Task: Describing a significant event SB p17 Ex. 4 and 5 (Speaking) or 6 (Writing)	Vocab	Although Racism would be an important topic to cover, they might prefer to do the personalised task instead. 1. p37 Warmer 2 Weblinks: http://history1900s.about.com/od/famouscrimescandals/u/events.htm (you could also type 'racism' in the search box) http://listverse.com/2011/07/14/top-10-important-events-in-us-history/ 2. p37 Warmer 2 p38 Speaking Optional activity p39 Follow-up activities 1	OSE: Significant event 
9	Revision (SB p19) (WB p10)	Revision on Lessons 1, 2 & 3 SB p19 Your Choice	Grammar		

Suggestions: What can be left out?


Unit 2/L2


Unit2/L3 : present simple passive (only receptive use)

10	U2/ L1 (SB p22/23 & WB p14)	Talking about films and expressing opinions: You can't help laughing (SB p22/23 & WB p14 Ex. 1 & 2) (Note that SB p23 Ex. 8 will be covered next week.) SB p23 Ex. 7 Extension: Class survey (What are the three most popular kinds of film?)	Vocab (Verb + gerund→Lexis)	p43 Warmer 1 and 2 p44 Pronunciation Optional activity p44 Speaking Optional activity p45 Follow-up activities p165 Photocopiable worksheet: Gwyneth Paltrow p45 Weblink: http://www.imdb.com/ The Internet Movie Database is an online database of information related to films, television programs, and video games, including cast, production crew, fictional characters, biographies, plot summaries, trivia and reviews.	Inspiration website: Description of a celebrity Teacher's notes Verb/ preposition + gerund MEGIC: Unit 34 Infinitive or <i>-ing</i> form? Unit 35 The infinitive
----	---------------------------------------	--	--------------------------------	--	--

11&12	U2/ Inspiration EXTRA! (SB p30) or U2/L1 (SB p23)	Talking about films: Teachers choose: 1. Task 1: Two-minute talks (SB p30 Project) or 2. Task 2: Write a review of a film & create a poster (SB p23 Ex. 8 Extension) or a combination of these	Vocab Grammar (Tenses: present continuous, past simple and future tense)	1. p55 Project Optional activities 2. p45 Writing Optional activity p45 Weblink: http://www.imdb.com/ The Internet Movie Database is an online database of information related to films, television programs, and video games, including cast, production crew, fictional characters, biographies, plot summaries, trivia and reviews.	OSE: Film interviews Teacher's notes
13	U2/L3 (SB p26/27)	Talking about reading books: Books are left behind (SB p26/27 Ex. 1-7) (Note, that Ex. 8 will be covered later in week 16.)	Vocab	p49 Warmer 1 and 2 p49 After Reading Optional activity p50 Vocabulary Optional activity p51 Follow-up activity: Running dictation p51 Weblink: www.bookcrossing.com First, change the language to English as it will automatically open up in German on your computer. Then read about the procedure of sending off a book. Your students can even try it out with a book of their own that they do not need anymore.	Extended Student's book text: Books are left in public spaces
14	U3/ Culture (SB p46/47)	Talking about reading books: Good reads (SB p46/47) Task: Conduct a reading survey (SB p47 Ex. 4 Mini Project)	Vocab	p75 Listening Optional activities	Inspiration website: A book review Teacher's notes
15	U3/ Culture (SB p46/47)	Reading a book: Choose from these books (or see Extra Materials column for alternative titles) Gandhi Jane Austen: Persuasion Ian Fleming: Live and Let Die Sir Arthur Conan Doyle: The Sign of Four	Vocab	p75 Speaking Optional activities Small study groups could be formed based on which of these 4 genres they like. They could read and discuss the title together (Points for Understanding worksheets) and do the exercises (Pre- While and Post-reading worksheets). Just click on the links and download the free worksheets that go with these titles. Students could finish reading their books over Christmas.	Macmillan readers: (Alternative lower level titles to those on p46/47): Michael Jackson: The King of Pop Henry James: Daisy Miller Shakespeare: Romeo and Juliet Ian Fleming: Casino Royale Ian Fleming: Diamonds are Forever Ruth Rendell: Shake Hands Forever

CHRISTMAS


16	U2/L3 (SB p27)	<p>Reviewing a book: SB p27 Ex. 7-8</p> <p>Task: Review and present the book to the class</p> <p>Follow up: Write a review of a book you would like to recommend to your classmates</p>	Vocab	<p>If they were reading and working in small groups in the previous weeks, they could either present together to the whole class or they could form new groups in which there is 1 student from each previous study groups.)</p> <p>Weblink: http://www.goodreads.com/ http://www.amazon.co.uk/</p> <p>These are excellent places to read reviews of various kinds that would help the students writing their own.</p>	
17	U2/L4 (SB p28/29) (WB p20/21)	<p>Describing a picture:</p> <p>-What can I see in the picture or photo? -What happened before this picture was taken? -What is going to happen next?</p> <p>Task: Organise a classroom exhibition of their favourite paintings, pictures or photos together with some notes on where it was taken, why they have chosen it or what it means to them etc.</p>	Vocab	<p>p52 WARMER 3 p53 Speaking Optional activities p54 Weblink: http://www.tate.org.uk/art/</p> <p>You can look at pieces of art by subject or artist. p58 Weblink: http://www.bbc.co.uk/arts</p> <p>You can find up-to-date interesting articles on arts, such as this one: http://www.bbc.co.uk/programmes/articles/4Qd6gmkCN4Y8NF8PWQk20LS/could-you-spot-a-55-david-bailey</p> <p>The annual show at the London school sees exclusive pieces by top artists displayed alongside works by students – Can you guess which pieces were painted by students and which by top artists?</p>	<p>Culture View: School – Sketch (The sculpture)</p> <p>OSE: Picture Qs and As Using art in the classroom </p>
18	U2/L3 (WB p18/19)	<p>Revision on Vocabulary (WB p18/19 Ex. 1, 6 & 7 (8 & 9)</p> <p>Revision on Lesson 1 (Revision and Extension) Your Choice</p>	Vocab Verb+gerund (Lexis)	p186 Song: You've Got a Friend	
	Revision (SB p31) (WB p22/23)				

Suggestions: What can be left out? Unit 3/L1 Unit 3/L2: reflexive pronouns (only receptive use) Unit 3/L3: had better, ought to adjective and infinitive (only receptive use) instead focus on should / shouldn't					
19	U3/Inspiration EXTRA! (SB p44)	Recycling food vocabulary and exploring language connections SB p44 Language Links SB p44 Sketch and Puzzle	Vocab	p72 Puzzle Optional activity p73 Weblink: https://www.flickr.com/photos/chris_radley/sets/72157622076190561 http://www.signspotting.com/ Photo collections of funny signs.	Plurilingual worksheets: Food and language Food across the ocean
20	U3/L3 (SB p40/41)	Talking about teen problems: You should calm down! (SB p40/41)	Vocab Grammar (should/shouldn't)	p66 Warmer 2 p68 Weblink: www.teenadvice.about.com/mlibrary.htm Visit the site for advice on typical problems for teenagers. They could even post their own real or fictional problems and see the answer they get or give advice to other teenagers. (They need to register with an e-mail address)	OSE: Giving advice
21	U3/L3 (WB p30/31)	Focus on Language: should / shouldn't WB p30 Ex.1 & p31 Ex. 5, 6, 7 (Ex. 2 could be completed as well, if they use 'should' instead of 'ought to')	Grammar (should/shouldn't) / Vocab	As this Language point was left out in grade 7 (New Inspiration 2 Unit 2), it should get the focus now instead of the more difficult structures this unit presents the students with. You could also use the Language Workout box (SB p25) and the corresponding Language File (SB p 114 Ex. 6) from New Inspiration 2	Inspiration website: Should – shouldn't Modal verbs 1 Modal verbs 2 OSE: Opinions: Should 
22	U3/L3 (SB p41)	Practice giving advice: SB p41 Ex. 7 & 8 Task: Collect teen problems and practice giving advice. Compare the different pieces of advice and decide which ones are the best and why.	Vocab	p68 Follow-up activity The problem could be typed in and printed on a piece of paper before the lesson to keep problems anonymous. Or choose some from the website. p170 Photocopiable worksheet: Problems at school, problems at home!	Inspiration website: An email giving advice Teacher's notes
23	U3/L4 (SB p42/43) Macmillan Topics ENVIRONMENT	Discussing facts and opinions: Global Issues (SB p42/43) Recommended sections from the Macmillan Topics: Environment booklet are: <i>Making a difference</i> p8-9 <i>Energy</i> p12	Vocab	p69 Warmer 1 p70 Reading Optional activity p70 Listening Optional activity p71 Follow-up activity p71 Homework Weblink: http://www.energyquest.ca.gov/saving_energy/	Inspiration website: World issues Teacher's notes OSE: Earth in danger

				http://kids.saveonenergy.ca/en/what-is-electricity/electricity-saving-tips-page-1.html http://www.environment.gov.ab.ca/info/library/5900.pdf http://www.tvakids.com/electricity/conservation.htm http://www.alliantenergykids.com/EnergyandTheEnvironment/SavingEnergy/022391 Visit any of these sites to find out more about energy saving.	
24&25	U3/L4 (WB p32/33) Macmillan Topics ENVIRONMENT	Discussing facts and opinions: Global Issues (WB p32/33) Task: Create an awareness-raising poster Do some research on Global Issues. Let the pupils find a topic they are interested in or the teacher chooses one. In groups they create their poster with facts and opinions (or tips on what we can do if applicable to the problem). Recommended sections from the Macmillan Topics: Environment booklet are: <i>My environment</i> p3 <i>Identifying water problems</i> p5 <i>Feeding the world</i> p10-11	Vocab	Weblink: http://www.globalissues.org/issue You can find a long list of issues with articles describing the problem and their causes.	Inspiration website: Food security Teacher's notes OSE: Eco-project for the school
26	U3/L2 (SB p38/39) (WB p28/29)	Expressing obligation and prohibition: Funny laws around the world (SB p38/39)	Vocab Grammar (must, mustn't, can't, have to)	p169 Photocopiable worksheets: Unusual laws from around the world p65 Follow-up activities p65 Homework p65 Weblink: You can find more examples of unusual and funny laws around the world on these sites. http://www.dumblaws.com/laws/international/switzerland Change the country on the top for more results. You could easily create a web quest or your students could create a quiz or a matching activity http://www.dawn.com/news/1109338 http://www.wonderslist.com/10-craziest-laws-in-world/	OSE: Unusual laws from around the world Driving and the highway code MEGIC: Unit 24 <i>must, may, might, could, can</i> Unit 23 <i>must, have to, should /</i> Ex. 4, 5, 6
27	Revision (SB p45) (WB p34)	Revision on Lesson 2 and 3 Your Choice	Grammar/Vocab	If time permits, you could also let them do the Extension activities on Lesson 2 and 3.	

Suggestions: What can be left out? Please, note that only L2 will be covered from Unit 4 in order to revise basic future forms.					
28	U4/L2 (SB p50/51)	Making prediction: How superstitious are you? (SB p50/51 Ex. 1-4) Fortune Tellers, Horoscopes and Zodiac Signs Reviewing Future tenses: SB p.51 Ex. 5-8	Vocab	p79 Warmer 3 p81 Follow-up activities p173 Photocopiable worksheet: I hope I am a winner p81 Weblink: http://www.worldsuperstitions.blogspot.ch/ Compilation of the most interesting superstitions and taboos around the world.	OSE: Video project: Back to the future Predict your future
29	U4/L2 (WB p40/41)	Reviewing Future tenses: WB p40/41, Ex. 1-4, 6-8 Task: Create a Chatterbox (Schnipp-Schnapp) or another game like Snakes and Ladders (Leiterlispiel)	Grammar (revision of future tenses)	p172 Photocopiable worksheet: What are you going to say? p187 Song: Celebrate the future	Inspiration website: Review of future tenses MEGIC: Unit 19 The future: plans and decisions Unit 20 Asking questions / Ex. 5, 6

Week 30-36: Choose one of the following topics based on the interest of your students. (Topics should be covered without focusing on the grammar of the lessons)					
U5/ L2 and L3 (SB p64-67) Macmillan Topics: SPORTS	Talking about sports Recommended sections from the Macmillan Topics: Sports booklet are: <i>Sports to do or to watch?</i> p3; <i>The Olympic story</i> p4-5; <i>The A-Z of sport</i> p8-9; <i>Some top players</i> p11; <i>The two sides of sport</i> p12; <i>Sport: import-export</i> p13; <i>Sports quiz</i> p14; Projects 5, 6, 9 or 10 on p15	This topic could be especially relevant in years when there is Olympic Games in the summer. p96 Warmer 2 p97 Vocabulary optional activity p97 Writing Optional activity p98 Follow-up activities p98 Weblink: http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/britain/extreme_sports.shtml http://www.bbc.co.uk/devon/outdoors/outdoor_pursuits/extreme_sports.shtml http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/sport/extreme_sports/newsid_2159000/2159723.stm Additional links: https://extremefreestyle.wordpress.com/2008/05/24/list-of-extreme-sports/ http://wellingtonboot.hubpages.com/hub/extreme-sports-adventures-around-the-world <i>Both provide a great list with descriptions and superb photos.</i> p99 Warmer 2 p100 Follow-up activity p176 Photocopiable worksheet: Interviewing an athlete p100 Weblink: www.usainbolt.com	Inspiration Website: The Olympics Teacher's notes The Olympic games web quest Teacher's notes Play it safe! Teacher's notes Culture View: Sport Extended Student's book text: We've been friends... Macmillan Readers: The Story of the Olympics OSE: Video project: Winner takes all		

<p>U6/ L1 and L2 (SB p74-77) Macmillan Topics: COMMUNICATION</p>	<p>Talking about inventions and recycling</p> <p>Recommended sections from the Macmillan Topics: Communication booklet are: <i>Inventions: steps to better communication</i> p14-15 and Project 3 on p23</p>	<p>p179 Photocopiable worksheet: Who invented it? p109 Weblink: http://www.inventionreaction.com/weird/ p110 Warmer 2 p111 Speaking Optional activity p111 Vocabulary Optional activities p112 Follow-up activity 1 p112 Homework p112 Weblink: http://www.allfreecrafts.com/recycling/index/</p>	<p>Workbook CLIL Lesson: Inventions that shaped our world (p116-117)</p> <p>Extended Student's book text: Recycle now</p> <p>OSE: Project: Young designer of the year Electrical appliances  Video Project: Buy me! Buy me!</p>
<p>U8/L4 (SB p106/107) (WB p92/93)</p>	<p>Describing a country</p> <p>Task: Create a fact file of your favourite country (TB p149 Writing Optional activity)</p>	<p>p147 Warmer 1 p148 Listening Optional activity p148 Speaking Optional activity p149 Follow-up activity p149 Homework</p> <p>Weblink: http://www.pilotfriend.com/general_interest/new_site/countries%20fact%20files_frame.htm http://www.sciencekids.co.nz/sciencefacts/countries.html http://www.factmonster.com/countries.html https://www.cia.gov/library/publications/the-world-factbook/</p> <p>These sites provide a good start for researching the basics on a various countries.</p>	<p>Macmillan Cultural readers: Australia Italy China Brazil</p> <p>OSE: Princes of Ponderosa New Zealand: Air, Land and Sea Geography – Countries and flags</p>