

Semester Curriculum Jr.1 Go For 2A. Fall Semester 2013-14

| W e e k | Unit / Page | Goals | Language | Structure | Vocabulary | Reader |
|------------------|-------------------------------|---|---|--|---|--|
| 1 | Intro. | Class Rules and procedures. | greetings | Conversation drill. Memorize conversation and perform. | | |
| 2 | Unit 1a p. 1-3 | Introducing yourself, talking about where people are from | This is my friend Mika Do you live in? Are you from? Does Kenji live in? Where questions with from | Asking what city and country a student is from Wh – This is.... | Countries, cities and student names | The Mummy intro pV,1 and 2 |
| | Notes supplementary materials | | | | Map of the world | Map of Egypt Egypt pictures |
| | Methodology | Review Class Rules Practice procedures | inquiry- based student-centered language exercise | Finding countries on the world map in groups Pair work and Introducing each other | Highlight and discuss all new words | Highlight and discuss all new words. Choral pronunciation. Sentence building with new vocabulary Spelling Bee |
| 3 | Unit 1b p. 4, 5 | Asking about a student's nationality and famous people from their own country | He is American She is South Korean My favorite star is Yao Ming | Extensive practicing of country and nationality Reading exercise involving exchange students and their countries of origin. | Numbers, telephone numbers and mini conversations | The Mummy Pv-p2 |

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| 3 | Work book p2, 3 | Talking about countries and nationalities with a partner. Practice | | | Vocabulary exercises using favorite stars and their countries | |
| 3 | Notes and Supplementary | | | | Famous people handout | |
| 3 | Methodology | | Getting comfortable speaking about your favorite stars and activities In pair and as a class | | | Listen and read pV-p2 As a class and in pairs. Composition Questions in group relay activity and solo. Go over as a class |
| 4 | Unit 1 p. 6 Review | Review and perform country and nationality conversation from week 3. | | | | The Mummy P3-6 |
| | Work Book p4, 5 | | | | | |
| | Notes and supplementary materials | | | | | |
| | Methodology | | Pair work. Practicing dialogue and presenting in front of the | | | Highlight and discuss all new words. Choral pronunciation. Sentence |

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| | | | class | | | building with new vocabulary Spelling Bee |
| Week | Unit / Page | Goals | Language | Structure | Vocabulary | Reader |
| 5 | Unit 2a p. 7-9 | Eating Out: Ordering food and showing preference of choice Talking about food prices, sizes and amounts | What would you like? What kind of toppings would you like? Would he/she like? | Asking about what kind and size of food Asking the cost of chosen food items | food items, food sizes, food toppings and using basic contractions | The Mummy P3-6 |
| | Methodology | | Pair work and performing in front of the class | | Brainstorm Food vocabulary | Listen and read p3-p6 As a class and in pairs. Composition Questions in group relay activity and solo. Go over as a class |
| 6 | Unit 2b p. 10-12 | Asking about food items and their prices Discussing healthy foods and popular foods Looking at types of restaurants | How much is/are the? I'd like the Is it \$2.70? Yes, it is/No it is not Chinese is my favorite restaurant. | Asking about restaurant preferences and food opinions | Restaurant types and types of healthy food | The Mummy P7-12 |
| | Workbook p. 6, 7 | Word search Finding restaurant and food items | | | | |

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| | Notes and supplementary materials | | Student books and handouts | | List of food items, money values, and restaurant items | Egyptian gods handouts |
| Week | Unit / Page | Goals | Language | Structure | Vocabulary | Reader |
| | Methodology | | Vocabulary drill. Listening and repetition | | Brainstorm likes and dislikes | Highlight and discuss all new words. Choral pronunciation. Sentence building with new vocabulary Spelling Bee |
| 7 | Units 1-2 Review | Review Units 1,2 Write Language Review 1 p. 13, 14 | Review | Review | Review | The Mummy Review Halloween in Hamunaptra |
| | Work book p8 | | | | | |
| | Notes and supplementary materials | | Student books | | | Halloween in Hamunaptra Handout |
| | Methodology | | Repetition drills and practicing useful conversations | | Write a description of a Halloween party in Hamunaptra and reporting it to a friend using past cont. Tense. Draw pictures of tombs described and presenting dialogue to class | |
| 8 | Test | Unit 1, 2 Test | | | | The Mummy P7-12 |

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| | Unit 3a p 15-17 | Music: asking for and giving opinions, using directions, music genres and music selections | Can I help you? Where's the classical music? Is the salsa music? Are the rock music CD's? Go straight, turn right/left, it's next to/across from./behind | Finding information using where questions Yes/no questions imperatives | Music genres, direction signs, prepositions of place and expressing opinions | |
| W e e k | Unit / Page | Goals | Language | Structure | Vocabulary | Reader |
| | Notes and supplementary materials | Test paper | Test paper | Test paper | Test paper | |
| 8 | methodology | Go over answers as a class | | | | Listen and read p7-12 As a class and in pairs. Composition Questions in group relay activity and solo. Go over as a class |
| 9 | Workbook p. 9 | Music handouts and music word search | | | | The Mummy P12-17 |
| 9 | Notes and supplementary materials | | Music CD prepared by the teacher | | | |
| 9 | Methodology | | Music appreciation - Listen to Teacher's choice of music CD's As a class | | | Highlight and discuss all new words. Choral pronunciation. Sentence building with new vocabulary Spelling Bee |
| 1 0 | Unit 3b P18-19 | Giving an opinion | What do you think about Rap | Reading a teen article | Music styles and genres | The Mummy P12-17 |

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| | | about a musical choice Giving students a choice of a positive, neutral or negative opinion Comparing choices | music? Who's your favorite singer? My favorite kind of music is | discussing their tastes and musical choices | Composers and artists | |
| Week | Unit / Page | Goals | Language | Structure | Vocabulary | Reader |
| 10 | Work Book P10-11 | Music bands | | | | The Mummy P12-17 |
| 10 | | Notes and supplementary materials | Handouts for music genres | | | |
| 10 | Methodology | | Asking about what people look like Peer interaction. Visualizing and describing their music choices | Teacher/ Class And peer group interaction | | Listen and read p12-17 As a class and in pairs. Composition Questions in group relay activity and solo. Go over as a class |
| 11 | Unit 4a P21-23 | Jobs: Talking about jobs/occupations Finding out what a student's parent does for a living | What does your father/mother do? What do you want to be? Is your father/mother a? | What do you? What does he/she want to be? Yes/no questions | Describing job titles using adjectives | The Mummy P18-23 |
| 11 | Work Book P12 | Talking about a student's parent and | | | Brain storm Job titles Spelling bee | |

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| | | their choice of occupation | | | | |
| 1 1 | Notes and supplementary materials | | Pictures from magazines or drawings of jobs and work places | | | |
| W e e k | Unit / Page | Goals | Language | Structure | Vocabulary | Reader |
| 1 1 | Methodology | | Careful practice of basic conversation with a student peer | | | Highlight and discuss all new words. Choral pronunciation. Sentence building with new vocabulary Spelling Bee |
| 1 2 | Unit 4b P 24-26 | The workplace | Is your job exciting? Do you work in a store? Are you a? | Questions to discuss what someone does and where they work | Work places and ,job descriptions | The Mummy P18-23 |
| | Notes Supplementary materials | Student notebooks | | | | |
| | Methodology | | Pair work and class presentation | | | Listen and read p18-23 As a class and in pairs. Composition Questions in group relay activity and solo. Go over as a class |

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| 1 3 | Unit 5 How was your weekend? p. 29-31 | Talk about recent past events. Use time expressions for the past. | How was your weekend? What did you do yesterday | Simple past tense. Irregular verbs: went , did | Activities Went shopping Helped my mom. | The Mummy P24-30 |
| | Notes Supplementary materials | Student notebooks | | | | |
| W e e k | Unit / Page | Goals | Language | Structure | Vocabulary | Reader |
| | Methodology | inquiry-based student-centered language exercise | What did you do..? When? | Writing Pair work Present dialogue | Vocabulary, repetition and drill. | Highlight and discuss all new words. Choral pronunciation . Sentence building with new vocabulary Spelling Bee |
| 1 4 | Unit 5 How was your weekend? p.32- 34 | Talk about recent past events. Use time expressions for the past | How was your weekend? What did you do yesterday | Simple past tense. Irregular verbs: went , did | Activities Went shopping Went to the beach | The Mummy P24-30 |
| | Notes Supplementary materials | Student notebooks | Map, pictures and Writing about class related material. | | | |
| | Methodology | Pair work. Practicing dialogue and presenting in class | | | | Listen and read p24-30 As a class and in pairs. Composition Questions in group relay activity and solo. Go over as a class |

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| 1 5 | Unit 5 How was your weekend? Wrap-up and revision | Talk about recent past events. Use time expressions for the past | ?What did you do yesterday | questions with What did Did | Vocabulary revision and finding new words and expressions. | The Mummy P31-33 |
| | Notes Supplementary materials | | | | | |
| W e e k | Unit / Page | Goals | Language | Structure | Vocabulary | Reader |
| | Methodology | | Teacher/ Class brainstorming | Class listening Pair work Class Q and A | Vocabulary repetition | Highlight and discuss all new words. Choral pronunciation. Sentence building with new vocabulary Spelling Bee |
| 1 6 | Unit 5 Assessment week, for reader and Go For It. | Integration of vocabulary and dialogue to enhance real-world language usage. | Enforcing previous language and vocabulary. | Written and verbal assessment | Vocabulary revision and finding new words and expressions | The Mummy P31-33 |
| | Notes Supplementary materials | Notebooks | | | | |
| | Methodology | inquiry-based student-centered language exercise | Teacher/ Class And peer group interaction | | | Listen and read p24-30 As a class and in pairs. Composition Questions in group relay activity and solo. Go over |

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| | | | | | | as a class |
| 17 | Unit 6 Physical appearances p.35 -37 | Talk about what people look like | What does your (uncle) look like ? | He is ...vs. He has..... | Physical descriptions | The Mummy Test |
| | Notes Supplementary materials | Students in class, and pictures of friends and family. | | | | Test paper |
| Week | Unit / Page | Goals | Language | Structure | Vocabulary | Reader |
| | Methodology | Vocabulary drill. Listening and repetition. | Peer interaction. Visualize and describe familiar people, | | | |
| 18 | Unit 1-6 | Test | Test | Test | Test | The Mummy |
| | Notes Supplementary materials | Test paper. | | | | |
| | Methodology | | | | | Go over mummy Test as a class |
| 19 | Unit 1-6 | | | | | |
| | Notes Supplementary materials | Test paper. | | | | |
| | Methodology | Go over test paper | | | Spelling bee final and prizes | |