

# Semester Syllabus Jr.1 Go For It 1A

| W<br>e<br>e<br>k | Unit / Page                                    | Goals   | Language  | Structure   | Vocabulary  | Evaluation  |
|------------------|--|---|---|---|---|---|
| 1                | Summer Vacation<br>Pre book- class orientation | class orientation and discus summer vacation<br>Introduce course book | who went abroad<br>who were bored<br>who kissed someone<br>who saw a movie<br>who went on a day trip<br>who saw a beautiful girl or handsome boy<br>who got angry<br>who cooked something<br>who bought something cool<br>who saw a famous person | Questions using Did + present tense verb  | abroad<br>bored<br>kissed<br>movie<br>day trip<br>angry<br>cooked<br>bought<br>cool<br>famous<br>person | Pair work<br>Class Q and A                                    |
|                  | Methodology                                    | Survey  | Teacher/ Class<br>Topic brain - storming  | Class listening<br>Pair work<br>Class Q and A   | Pictionary<br>Vocab repetition  | Find someone<br>hand out                                      |
|                  | Notes and Supplementary materials              | Find someone hand out   |   |   |   |   |
| W<br>e<br>e<br>k | Unit / Page                                    | Goals   | Language  | Structure   | Vocabulary  | Evaluation  |
| 2                | Unit 1   | Compare people<br>Talk about personal qualities                       | I'm not as shy as Pedro<br>He has a great personality   | Comparisons<br>Adj. + er<br>Adj. +er + than<br>More + adj. + as<br>Not as + adj.+ as<br>Relative clauses with who | Musical instruments<br>adjectives of quality (personality)  | The Phantom of the Opera<br>Chapter 1 -<br>Word Search & Read |
|                  | Notes<br>Supplementary materials               |   |   |   |   | Dictionary  |

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|                  |                                     |  |  |   |  |   |
|------------------|-------------------------------------|--|--|---|--|---|
|                  | Methodology                         |  | Teacher/ Class<br>Topic brain -<br>storming        | Class listening<br>Pair work<br>Class Q and A     | Pictionary<br>Vocab<br>repetition  | Class listening<br>Questions as a class<br><br>Pair reading<br>Questions as a class |
| 3                | Unit 1/2                            | Review Unit<br>1<br>Introduce<br>Unit 2                      | Directions   |   |  | The Phantom of<br>the Opera<br>Chapter 1 –<br>Question Paper                        |
|                  | Notes<br>Supplementary<br>materials | Write a<br>personal<br>Mission<br>Statement                  | Introducing<br>yourself                            |   | City Maps  |   |
|                  | Methodology                         |  | Teacher /Class<br>brain-storming                   | Class listening<br>Pair work<br>Class Q and A     | Hangman<br>Vocab<br>repetition   | Comprehension   |
| 4                | Unit 2                              | Follow<br>instructions<br>Describe a<br>process              | First switch on this<br>light<br>Now add the flour | How much /<br>how many<br>Imperatives<br>(review) | Machines<br>Electric<br>appliances<br>Foods<br>Verbs for<br>giving<br>Instructions<br>and<br>describing<br>processes | The Phantom of<br>the Opera<br>Chapter 2 -<br>Word Search &<br>Read                 |
|                  | Notes<br>Supplementary<br>materials | Instructions<br>on boxes                                     |  |   |  | Dictionary  |
| W<br>e<br>e<br>k | Unit / Page                         | Goals  | Language   | Structure   | Vocabulary   | Evaluation  |
|                  | Methodology                         |  | Teacher/ Class<br>brainstorming                    | Class listening<br>Pair work<br>Class Q and A     | Bingo<br>Vocab<br>repetition   | Class listening<br>Questions as a class<br><br>Pair reading<br>Questions as a class |
| 5                | Language<br>Review: Unit 1-<br>2    | Be able to<br>use what<br>was learned<br>on a daily<br>basis |  | Review<br>Exercises<br>Review Test                |  | The Phantom of<br>the Opera<br>Chapter 2 –<br>Question Paper                        |
|                  | Notes<br>Supplementary<br>materials |  |  |   |  |   |

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|------------------|----------------------------------|--|--|--|---|---|
|                  | Methodology                      |  |  | Writing  | Hangman<br>Vocab<br>repetition                                      | Comprehension   |
| 6                | Unit 3                           | Talk about occupations<br>Talk about future intentions | I went on a fund-raising walk.<br>I had a great day!           | Review of past tense<br>How, what, where, why questions<br>In the simple past<br>Irregular verbs | Community activities<br>Leisure activities<br>Adjectives of quality | The Phantom of the Opera<br>Chapter 3 –<br>Word Search<br>Reading               |
|                  | Notes<br>Supplementary materials |  |  |  | Community information   | Dictionary  |
|                  | Methodology                      |  | Teacher class brainstorming                                    | Class listening<br>Pair work<br>Class Q and A  | Bingo<br>Vocab repetition   | Class listening<br>Questions as a class<br>Pair reading<br>Questions as a class |
| 7                | Unit 3/4                         | Review Unit 3<br>Introduce Unit 4                      |  |  |   | The Phantom of the Opera<br>Chapter 3 –<br>Question Paper                       |
|                  | Notes<br>Supplementary materials | Planning a community project                           |  |  | Budget<br>Financial Terms<br>Mission Statement<br>Vision            |   |
| W<br>e<br>e<br>k | Unit / Page                      | Goals  | Language   | Structure  | Vocabulary  | Evaluation  |
|                  | Methodology                      |  | Teacher /Class topic brain-storming                            | Class listening<br>Pair work<br>Class Q and A  | Pictionary<br>Vocab repetition                                      | Comprehension   |
| 8                | Unit 4                           | Talk about occupation<br>Talk about future intention   | I want a job that lets me travel<br>I'm going to study harder. | Relative clauses<br>With that<br>future with<br>going to wants<br>Job vs.work                    | Field of work<br>Occupations<br>Resolutions                         | The Phantom of the Opera<br>Chapter 4 –<br>Word Search<br>Reading               |
|                  | Notes<br>Supplementary materials |  |  |  |   | Dictionary  |
|                  | Methodology                      |  | Teacher class topic brainstorming                              | Class listening<br>Pair work<br>Class Q and A  | Hangman<br>Vocab repetition   | Class listening<br>Pair reading<br>Questions as a class                         |

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|------------------|----------------------------------|---|--|--|--|---|
| 9                | Language<br>Review Unit 3-4      | Talk about what people are doing                                    | What are you doing?<br>I'm doing my homework                         | Present progressive<br>What and Yes/no questions | Action verbs<br>Locations              | The Phantom of the Opera<br>Chapter 4 –<br>Question Paper           |
|                  | Notes<br>Supplementary materials |   |  |  | Job list                               |   |
|                  | Methodology                      |   | Teacher class topic<br>brain-storming                                | Class listening<br>Pair work<br>Class Q and A    | Spelling Bee<br>Vocab repetition       | Comprehension   |
| 10               | Unit 1- 4                        | Review Test   |  |  |  | The Phantom of the Opera<br>Chapter 5 -<br>Word Search &<br>Reading |
|                  | Notes<br>Supplementary materials | Test paper  |  |  |  | Dictionary  |
| W<br>e<br>e<br>k | Unit / Page                      | Goals   | Language   | Structure  | Vocabulary                             | Evaluation  |
|                  | Methodology                      | Make sure the students are familiar with all the work in Unit 1 – 4 |  |  |  | Class listening<br>Pair Reading<br>Questions as a class             |
| 11               | Unit 5                           | Make polite requests<br>Ask for permission                          | Could you please clean your room?<br>Could I invite my friends over? | Modals: could, couldn't<br>Was / wasn't able to  | Chores<br>Party activities             | The Phantom of the Opera<br>Chapter 5 –<br>Question Paper           |
|                  | Notes<br>Supplementary materials |   | Planning and organizing vocabulary                                   |  | Make a schedule for cleaning your room |   |
|                  | Methodology                      |   | Teacher /Class topic brain-storming                                  | Class listening<br>Pair work<br>Class Q and A    | Spelling Bee<br>Vocab repetition       | Comprehension   |
| 12               | Unit 5 / 6                       | Review Unit 5 and introduce Unit 6                                  | What are you scared of the most?<br>Most favorite....                |  |  | The Phantom of the Opera<br>Chapter 6 -<br>Word Search & Reading    |

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|                  |                                     |   |   |  |   |  |
|------------------|-------------------------------------|---|---|--|---|--|
|                  | Notes<br>Supplementary<br>materials |   |   |  |   | Dictionary   |
|                  | Methodology                         |   | Teacher/ Class<br>topic brain-<br>storming  | Class listening<br>Pair work<br>Class Q and A  | Hangman<br>Vocab<br>repetition  | Class listening<br>Pair reading<br>Questions as a class              |
| 1<br>3           | Unit 6                              | Discuss<br>Preference<br>Make<br>Comparisons    | What the best<br>movie theater?<br>Who do you think<br>was the funniest?                | Comparatives,<br>superlatives<br>Good, bad   | Movie<br>theater<br>Features<br>Irregular<br>adjectives of<br>quality | The Phantom of<br>the Opera<br>Chapter 6 –<br>Question Paper         |
|                  | Notes<br>Supplementary<br>materials |   | The latest movies<br>What's hot   |  | Movie<br>names  |  |
| W<br>e<br>e<br>k | Unit / Page                         | Goals   | Language  | Structure  | Vocabulary  | Evaluation   |
|                  | Methodology                         |   | Teacher /Class<br>topic brain-<br>storming  | Class listening<br>Pair work<br>Class Q and A  | Hangman<br>Vocab<br>repetition  | Comprehension  |
| 1<br>4           | Language<br>Review 3<br>Unit 5 & 6  | Plan a party<br>(which a<br>movie<br>theme)     | Budget<br>Planning  | Teamwork.  |   | The Phantom of<br>the Opera<br>Chapter 7 –<br>Word Search<br>Reading |
|                  | Notes<br>Supplementary<br>materials | Dictionary                                      |   |  |   |  |
|                  | Methodology                         |   | Teacher /Class<br>topic brain-<br>storming  | Class listening<br>Pair work<br>Class Q and A  | Spelling Bee<br>Vocab<br>repetition                                   | Class listening<br>Pair reading<br>Questions as a class              |
| 1<br>5           | Unit 7                              | Make<br>predictions<br>talk about<br>quantities | There will be less<br>pollution.<br>When I get my<br>license.<br>I'll be able to drive. | Future forms<br>with will, more<br>less, fewer<br>relative clauses<br>with when will<br>be able to | World events<br>time<br>expressions<br>abilities                      | The Phantom of<br>the Opera<br>Chapter 7 –<br>Question Paper         |
|                  | Notes<br>Supplementary<br>materials |   |   |  |   |  |

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|------------------|----------------------------------|--|---|---|---|--|
|                  | Methodology                      |  | Teacher /Class topic brain-storming         | Class listening<br>Pair work<br>Class Q and A             | Hangman<br>Vocab repetition                   | Comprehension  |
| 1<br>6           | Unit 7 / 8                       | Review Unit 7 and introduce Unit 8                             | How to help the environment?                |   | Scientific terms and technology               | The Phantom of the Opera<br>Chapter 8 –<br>Word Search<br>Reading      |
|                  | Notes<br>Supplementary materials |  |   |   |   |  |
| W<br>e<br>e<br>k | Unit / Page                      | Goals  | Language                                    | Structure   | Vocabulary                                    | Evaluation   |
|                  | Methodology                      |  | Teacher /Class topic brain-storming         | Class listening<br>Pair work<br>Class Q and A             | Hangman<br>Vocab repetition                   | Class listening<br>Pair reading<br>Questions as a class                |
| 1<br>7           | Unit 8                           | Give biographical information<br>Talk about exceptional people | When was he born?<br>Why do you admire her? | Passive voice;<br>review of superlatives<br>Who questions | Life events<br>adjectives of personal quality | The Phantom of the Opera<br>Chapter 8 –<br>Question Paper              |
|                  | Notes<br>Supplementary materials | Make a blog about yourself                                     | Describing your appearance and personality  |   | Complimentary words                           |  |
|                  | Methodology                      |  | Teacher /Class topic brain-storming         |   | Spelling Bee<br>Vocab repetition              | Comprehension  |
| 1<br>8           | Language<br>Review Unit 7 - 8    |  |   |   |   | The Phantom of the Opera<br>Chapter 9 & 10 –<br>Word Search<br>Reading |
|                  | Notes<br>Supplementary materials |  |   |   |   | Dictionary   |
|                  | Methodology                      |  | Teacher /Class topic brain-storming         | Class listening<br>Pair work<br>Class Q and A             | Spelling Bee<br>Vocab repetition              | Class listening<br>Pair reading<br>Questions as a class                |
| 1<br>9           | Language<br>Review Unit 7- 8     | Review Test  |   |   |   | The Phantom of the Opera<br>Chapter 9 & 10 –<br>Question Paper         |

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|                  | Notes<br>Supplementary<br>materials   | Test paper   |  |   |                                     |  |
|------------------|---|--|--|---|-------------------------------------|--|
|                  | Methodology   | Make sure<br>the students<br>are familiar<br>with all the<br>work in Unit<br>5 - 8 |  |   |                                     | Comprehension  |
|                  |   |  |  |   |                                     |  |
| W<br>e<br>e<br>k | Unit / Page   | Goals  | Language                                   | Structure                                     | Vocabulary                          | Evaluation   |
|                  | Methodology   |  | Teacher /Class<br>topic brain-<br>storming | Class listening<br>Pair work<br>Class Q and A | Hangman<br>Vocab<br>repetition      | Class listening<br>Pair reading<br>Questions as a<br>class |
| 2<br>0           |   | Revue test<br>results  |  |   |                                     |  |
|                  | Notes<br>Supplementary<br>materials   | Test results   |  |   |                                     |  |
|                  | Methodology   |  | Teacher /Class<br>topic brain-<br>storming | Class Q and A                                 | Spelling Bee<br>Vocab<br>repetition |  |
| 2<br>1           | End of<br>semester<br>Department of<br>Education<br>National<br>Curriculum<br>tests | Revue test<br>results  |  |   |                                     |  |