

ENGLISH TRACK @ Sainte Catherine de Sienne

4^{ème} et 3^{ème}

Octobre 2025



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1h de conversation anglaise

1h de remédiation lexicale
et grammaticale, de lecture et d'écoute

STUDENT BOOK + Oxford English Hub

1h de projets en classe pour utilisation
des acquis

WORKBOOK (recto/verso)

(1h de discussion avec des étudiants US)



**Test de positionnement
en entrée en 6[°]
et en classe de 4[°]**



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This report card is for:

School name: Sainte Catherine de Sienne

Date taken: 14th September 2025

Overall Result	Score	CEFR	Club	Time taken
	80	B	Orbit	07:00

	Score	CEFR	Time taken	Learner abilities
Language Use	79	B	05:30	<ul style="list-style-type: none"> • understands a good range of vocabulary related to familiar topics and situations • understands a reasonably good range of grammatical constructions and occurs when appropriate • understands good control of grammar and vocabulary, but errors still occur when progressing more complex ideas or handling unfamiliar topics and situations.
Listening	80	B	04:40	<ul style="list-style-type: none"> • understands straightforward factual information about general topics, provided speech is clear and at a normal rate • follows much of conversation and discussion, including general ideas, and some specific details • understands the main points or what is said in a simple talk, provided the delivery is clear • understands the main points and important details in various recordings, provided the speaker speaks slowly.



Score guide

The Oxford Placement Test measures a test taker's ability in English on the Common European Framework of Reference (CEFR).

Countdown	Lift off	Zoom	Orbit					
Pre-A1	A1	A2	B1					
	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2		
1	11	21	31	41	51	61	71	80

Please note that the result from the Oxford Placement Test is intended to help place learners in the right level class with appropriate learning materials. As the test does not cover the full range of language skills, it is recommended that a language proficiency test should be taken for evidence of overall proficiency.



Sommaire des 8 thématiques de la méthode choisie

Méthode :

Harmonize II

En 4° et 3°

	Welcome	Vocabulary	Grammar	Reading
1	Then and now p8 Video: Opening a time capsule Project: Create a time capsule	Verbs and their opposites Adjectives for feelings	Past simple: regular and irregular verbs Past simple: (there) was / were	Blog: The birth of teenage culture Skill UP! Reading for gist
2	Art and design p20 Video: Today we're doing art Project: Create an art and design gallery	Adjectives and synonyms Materials	Past continuous Past continuous and past simple	Article: You know the picture, but did you know ...? Skill UP! Focus on the most important words when reading
3	Fresh air p32 Video: Designing a park Project: Design a park	Outdoor activities Outdoor events	will / won't for predictions First conditional	Leaflet: Teens for greener cities (TGC) Skill UP! Using your own knowledge to help you understand a text
4	A helping hand p44 Video: A day for doing good Project: Record or film a radio interview	Personality adjectives Phrasal verbs	be going to for future plans and intentions be going to and will for predictions	Article: Four things you can donate to charity Skill UP! Guessing the meaning of unknown words
5	Let's play p56 Video: Welcome to the games club! Project: Make a set of games and challenges	Senses Gaming verbs	can / can't, could / couldn't Comparative and superlative adverbs	Blog: Memory Skill UP! Using pronouns
6	Move it! p68 Video: Good morning? Project: Create a health and fitness infographic	Exercise and the body Personal hygiene	Present perfect Present perfect with ever and never	Article: Dump the junk! Skill UP! Using your own language to understand English
7	Skills for life p80 Video: How to learn with the internet Project: Create a how-to video	Verbs and their noun forms Verbs	should / shouldn't, must / mustn't have (got) to + infinitive without to	Article: You don't have to be an adult to be the best! Skill UP! Scanning
8	What a year! p92 Video: Looking at our yearbooks Project: Create a group yearbook	Things to do during the summer holidays Jobs	Reflexive and indefinite pronouns Question tags	Online text chat: And the award goes to ... Skill UP! Recognizing informal style

Listening	Speaking	Writing	PROJECT
Short oral histories: Creepy places! Skill UP! Using pictures and labels to predict vocabulary Project Builder 3 p13	Video: Making and responding to suggestions Skill UP! Showing interest during conversations Project Builder 4 p15	A personal message Skill UP! Using linkers Project Builder 5 p17	Create a time capsule p18 Project skills: Deciding together Project coach: Choosing ideas for your project
Podcast: Looks good, works well Skill UP! Listening for context Project Builder 3 p25	Video: Describing a photo or scene Skill UP! Explaining unknown words Project Builder 4 p27	An illustrated story Skill UP! Making your illustrated story fun to read Project Builder 5 p29	Create an art and design gallery p30 Project skills: Planning and creating your display together Project coach: Creating a project planner
Video: Outdoor events Video focus: Round-up videos Project Builder 3 p37	Video: Asking for and offering help Skill UP! Showing that you are happy to help Project Builder 4 p39	A speech Skill UP! Writing a speech Project Builder 5 p41	Design a park for the whole community p42 Project skills: Giving a group speech or presentation Project coach: Using body language in presentations
Video: Feeling good about doing good Video focus: Joining video calls Project Builder 3 p49	Video: Asking for, giving and reacting to advice Skill UP! Using phrases that give you time to think Project Builder 4 p51	A formal email Skill UP! Writing a formal email, letter or message Project Builder 5 p53	Record or film a radio interview about helping others p54 Project skills: Practising in groups Project coach: Using your voice in recordings and videos
Vox pop: Gaming Skill UP! Listening for examples Project Builder 3 p61	Video: Interacting during games and activities Skill UP! Asking, explaining or checking something during a game Project Builder 4 p63	An online advert Skill UP! Writing an online advert Project Builder 5 p65	Make a set of games and challenges p66 Project skills: Writing instructions Project coach: Giving feedback to other groups
Radio programme: Personal hygiene Skill UP! Listening for detail Project Builder 3 p73	Video: Talking about health problems Skill UP! Expressing sympathy Project Builder 4 p75	A survey report Skill UP! Writing a survey report Project Builder 5 p77	Create a health and fitness infographic p78 Project skills: Dealing with disagreements Project coach: Using font and colour in infographics
Video: Sharing skills Video focus: Using on-screen text in videos Project Builder 3 p85	Video: Giving spoken instructions Skill UP! Using intonation when giving instructions Project Builder 4 p87	Instructions and cue cards Skill UP! Writing cue cards Project Builder 5 p89	Create a how-to video p90 Project skills: Teamwork and skills Project coach: Editing videos
Video: Dream jobs Video focus: Asking the viewers questions in videos Project Builder 3 p97	Video: Expressing and responding to thanks Skill UP! Responding to thanks with Thank YOU Project Builder 4 p99	A reflective essay Skill UP! Writing a reflective essay Project Builder 5 p101	Create a group yearbook p102 Project skills: Thinking about design Project coach: Creating a project design



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2.2 STREET ART

LESSON OBJECTIVES

- Learn about different types of street art
- Learn adjectives and their synonyms
- Use the past continuous to talk about actions in progress in the past

1 Look at photos A-E on the web page. Which is your favourite? Why?

2 Match descriptions 1-5 to the examples of street art A-E. Use the comments on the web page to help you.

- It's very large.
- It took a whole day to make.
- It's good for selfies.
- It makes people laugh.
- It's made with stones.

VOCABULARY

3 Match the adjectives in the box to the highlighted synonyms in the web page.

attractive bright brilliant
enormous terrible unusual

bright - colourful

4 Are there any differences in meaning between the synonyms? Discuss.

My pink trainers are bright but they're not colourful. They're just one colour.

You're right. Rainbows are colourful because they have lots of different colours. They're bright and colourful.

Look UP! Look online and find one more example of each type of street art from the web page. Which adjectives from this lesson describe your examples?

5 **MEDIATION** Imagine you are talking to an older adult who doesn't speak English. Tell them about three types of street art in your own language.

The streets are our gallery

A **BluJude102:** A local artist did this incredible 3D drawing. She was working on it all day.
OSS: Brilliant photo! 3D street art like this takes a long time and a lot of patience. Were you watching for a long time?
BluJude102: No, we weren't. My mum and I watched her for about ten minutes in the morning, but then we saw her again in the evening and she was still working!

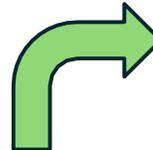
B **Q-becca22:** This unusual urban mural is in Lyon, where I live. Look carefully! The whole thing is a huge painting.
OSS: It's enormous! This mural really makes the buildings look more attractive.

C **PrinceT_HK:** I saw this in Australia. People were really enjoying it. They were taking selfies. What's this colourful kind of street art called?
OSS: So pretty! It's called urban knitting or yarn bombing. The bright colours look great in photos!

D **worldgirl#9:** My friend and I were jogging on the beach the other day. We saw these strange balance sculptures. We tried to make one, but it was terrible! I wasn't concentrating and I knocked it over!
OSS: Don't worry. It's very difficult. We tried to make one and ours was awful, too!

E **Bassface99:** I saw this funny public sculpture in Brussels, in Belgium. People were smiling and laughing and taking photos.
OSS: That's brilliant! This sculpture is called the Vaartkapoen. We love art that makes people happy 😊

Compétences multiples:
culture, reading, thinking, mediation...



Projects:
Group-work, small groups, tasks, watching, writing...

1 PROJECT

Create a time capsule

SHARE AND REVIEW

1 Look back at your Project Builders 1-5 for this unit. In which Project Builder did you:

- describe an interesting place that you know?
- choose items to go in your time capsule?
- write a message about a fun day out?
- complete a personal profile?
- write a note for the people who find your time capsule?

2 Share and review the work from your Project Builders. Is there anything you want to change?

DECIDE

PROJECT SKILLS *Deciding together*

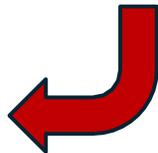
- Work as a group when making decisions about your project.
- Make sure everyone in the group speaks during discussions.
- Listen to everyone's ideas and opinions.
- Give honest feedback to others, but show respect.
- Try to agree on a decision that everyone is happy with. If you can't, vote as a group.

3 Read the *Project skills*, then listen to Mia, Claire and Ryan talking about their time capsule. Choose the correct option.

- They decide to write the information about their time capsule items and photos:
 - on labels.
 - on the back of the photos.
 - on a contents page.
- They decide to make their time capsule from:
 - a metal container.
 - a shoe box.
 - an envelope.
- Work together and decide on:
 - how to include the information about the items in your time capsule.
 - what container to use for your time capsule.
 - where you will hide your time capsule.

Time Capsule
Open in the year 2040

Niveaux de difficultés évolutifs et différenciés



Un espace numérique de travail personnel pour une autonomie développée

2 ☆☆☆ Choose the correct answers to complete the sentences.

- People grow jackfruit ...
 - A in cold places with heavy rain.
 - B** in very hot countries.
 - C in cool, dry parts of the world.
- Jackfruit and seitan are ...
 - A new foods for the 21st century.
 - B** ancient foods that are famous across the world.
 - C ancient foods that some people have known for a long time.
- Millie and Jake think that both jackfruit and seitan ...
 - A have the texture of meat.
 - B** taste like banana.
 - C are good for barbecues.
- Millie and Jake are going to ...
 - A stop eating meat.
 - B** continue eating meat.
 - C eat more meat.
- Millie and Jake recommend ...
 - A cutting down on junk food.
 - B** giving up sausages.
 - C trying jackfruit and seitan.

3 ☆☆☆ Read the text again. Complete the words in the text below.

Jackfruit

The colour of jackfruit is ¹ yellow and it grows in tropical countries. If you visit places like ² [] or ³ [] you can see these fruits growing on trees. Ripe jackfruit is ⁴ [] and people often put it in ⁵ [] dishes.



Seitan

People made seitan in ¹ [] in the ² [] century and it has been ³ [] in that country for many centuries. Seitan is ⁴ [] from wheat gluten and is a popular substitute for ⁵ [].



4 ☆☆☆ Read the text and answer the questions. Write complete sentences.

- What have people discussed in the media?
They have discussed healthy lifestyles, keeping fit and cutting down on certain foods.
- What does ripe jackfruit taste of?
[]
- How much can a large jackfruit weigh?
[]
- What flavour does seitan have?
[]
- Which three different dishes did Millie and Jake try in their taste tests?
[]
- What did Millie and Jake think of the seitan sausages? Why?
[]

5 ☆☆☆ Write four sentences about which food you would or wouldn't like to try and why: jackfruit or seitan.
I'd like to try ripe jackfruit because it's soft and sweet. It sounds delicious.

[]

6 ☆☆☆ Do you like exploring different types of food? Write four sentences explaining why / why not.
I love exploring different types of food. It's fun to try things with new flavours and textures.

[]

Online Practice

Level 2

Submit Time off Show Last attempt Scores %

1 Then and now	1/56	0%
2 Art and design	0/56	0%
3 Fresh air	0/56	0%
4 A helping hand	0/56	0%
5 Let's play	0/56	0%
6 Move it!	0/56	0%
7 Skills for life	0/56	0%
8 What a year!	0/56	0%

Online Practice

Skills for life 0/56

What a year! 0/56

Overall scores

1/448 Activities done Scores 0% Time on activities 1min

Vocabulary	Grammar	Reading	Listening	Speaking
Scores 0%	Scores 0%	Scores 0%	Scores 0%	Scores 0%
Activities done 1/112	Activities done 0/112	Activities done 0/56	Activities done 0/56	Activities done 0/56

Writing

Scores 0%

Activities done 0/56