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| **Week** | **Unit** | **Listening Objectives** | **Speaking Objectives** | **Vocabulary** | **Online Materials** | **Note-Taking & Critical Thinking** | **Assessment** |
| **1** | **Unit 1****BUSINESS****(What makes a good leader?)**pp 2-25 | * Ss will be able to:

-understand meaning from context -listen for main ideas -listen for details -listen for reasons-watch and understand a video about a model CEO-listen for phonologic details (syllable stress) | * Ss will be able to:

-discuss and understand the idea of a good leader-propose ideas -expand on an idea- compare ideas with classmates-discuss solutions to a problem -take part in a group discussion- give instruction-give a presentation about how to be an effective leader | -Words related to business, leadership, the skills and qualities of a leader, CEOs, hiring employees, and applying for a job-Phrases related to business-The concept of *‘The Power Paradox’* | Online Workbook: **iQ Online Unit 1** | * Note-taking:

-taking notes from the video-using a chart to organize notes about main ideas-taking notes on key phrases from a listening exercise* Critical Thinking:

-proposing ideas-agreeing and disagreeing with an idea -discussing the advantages of hiring a friend- summarizing information | **Mini Presentation 1** |
| **Unit Assignment** |
| -Give a presentation on how to be an effective leader (pg. 22) |
| **CEFR****(Codes and page numbers in this section refer only to the abridged CEFR document)** |  **LISTENING****1.1 Global Scale:** Understand main points**2.1 Communicative Activities**: Reception, Overall Listening Comprehension –Main and specific details **2.1 Communicative Activities: Reception:**TV and Film, watch a video about virtual reality**2.3Note-taking (lectures, seminars, etc.)** | **SPEAKING****2.1 Communicative Activities, Overall Spoken Interaction**: Converse Informal discussion Express personal opinions **2.3 Communicative Language Competence:** Phonological Control |
| **Week** | **Unit** | **Listening Objectives** | **Speaking Objectives** | **Vocabulary** | **Online Materials** | **Note-Taking & Critical Thinking** | **Assessment** |
| **2** | **Unit 2****BEHAVIORAL SCIENCE****(How does appearance affect our success?)**pp 26-51 | * Ss will be able to:

-watch and understand a video about animal behaviour-listen to a book review and gather information-understand key vocabulary-predict content from visuals-listen for main ideas -listen for and identify details -listen for phonologic details (unstressed syllables) | * Ss will be able to:

-link ideas -confirm understanding during a conversation-understand, create, and participate in a role play-discuss how appearance can influence work and success | -Words related to behavioural science, cleanliness, mess, people’s characters, adjectives to describe a first impression, dress codes | * Online Workbook: **iQ Online Unit 2**
* Audio: Appearances matter in the animal world
* Unit Video: The benefits of being messy (4:33)
* Exercises
 | * Note-taking:

-taking notes from the video-taking notes using a T-chart-making a list of situations that can create a mess at school or at work* Critical Thinking:

 -using the dictionary -gathering ideas -identify details -understanding and applying the T-chart-giving and receiving advice | **UNIT ASSIGNMENT**-Role-play a conversation (pg.49) |
| **CEFR** | **LISTENING*** 1. **Global Scale:**

Understand main points**2.1 Communicative Activities**: Reception, Overall Listening Comprehension –Main and specific details **2.1 Communicative Activities: Reception:**TV and Film watch a video on social networking**2.3Note-taking (lectures, seminars, etc.)** | **SPEAKING****2.1 Informal Discussion (with Friends):**Informally express opinions and express agreement or disagreement, using common phrases**Sustained Monologue:** Present a report giving detailed descriptions **2.2 Communication Strategies**: Evaluate different ideas or solutions to a problem  |
| **Week** | **Unit** | **Listening Objectives** | **Speaking Objectives** | **Vocabulary** | **Online Materials** | **Note-Taking & Critical Thinking** | **Assessment** |
| **3** | **Unit 3****DEVELOPMENTAL PSYCHOLOGY****(What skills make someone an adult?)**pp 52-75 | * Ss will be able to:

-listen to a lecture and watch a video news report, and gather information and ideas-understand lecture organization-understand key vocabulary -listen for main ideas -listen for details -making predictions-refer to earlier ideas-listen for phonologic details (sentence stress) | * Ss will be able to:

-outline a topic-organize ideas-summarize main ideas-prepare and give a presentation  | -Words related to developmental psychology, childhood, adulhood, the stages of human life, making decisions, human emotions and responsibilities-Using the dictionary-Phrasal verbs (pick and look) | * Online: **iQ Online Unit 3**
 | * Note-taking:

-taking notes from the video-taking notes using key words and phrases-taking notes using a chart-taking notes using the spider map* Critical Thinking:

-understanding the concept of a lecture-agreeing and disagreeing with an idea-reasoning to support one’s opinion-organizing ideas-understanding the stages of making a presentation | **Mini Presentation 1** |
| **Unit Assignment** |
| -Give a presentation to a group (pg. 74) |
| **CEFR** |  **LISTENING*** 1. **Global Scale:**

Understand main points)**2.1 Communicative Activities**: Reception, Overall Listening Comprehension –Main and specific details **2.1 Communicative Activites: Reception:**TV and Film watch a video about languages in South America**2.2 Communication Strategies-Reception:**Identify clues and inferences in spoken English Use strategies to comprehend using contextual clues | **SPEAKING****2.1 Communicative Activites - Spoken:** Can keep up with discussion, identify arguments and supporting and opposing points of view; present and respond to complexlines of argument Express ideas and opinions**2.4 Communicative Language Competence, Linguistic:**Able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so |
| **Week** | **Unit** | **Listening Objectives** | **Speaking Objectives** | **Vocabulary** | **Online Materials** | **Note-Taking & Critical Thinking** | **Assessment** |
| **4** | **Unit 4****Science****(How do the laws of science affect our lives?)**pp 78-101 | * Ss will be able to:

-listen to a discussion and gather information and ideas-understand key vocabulary -use their knowledge to predict content-listen for main ideas -listen for details -learn and understand why people make things by hand-make inferences-listen for phonologic details (basic intonation patterns) | * Ss will be able to:

-discuss their experiences about new products-compare and contrast the past and the present regarding science-participate in a role play-present a business plan-politely avoid answering questions | Words and phrases related to science,inventions, business, traditional crafts, fashion, and handmade products-Word forms (verbs, nouns, adjectives, adverbs) | * Online: **iQ Online Unit 4**
 | * Note-taking:

-using a split page to take notes and create questions-using the T-chart to take notes-taking notes on main ideas and important details* Critical Thinking:

 -Distinguishing between similar words and ideas -drawing up and presenting a new business plan for a new product | **Unit Assignment**Present a business plan (pg. 98) |
| **CEFR** |  **LISTENING*** 1. **Global Scale:**

Understand main points**2.1 Communicative Activities**:Reception, Overall Listening Comprehension –Main and specific details **2.3 Take notes:**on important points from an audio | **SPEAKING****2.4 Communicative Language Competence – Pragmatic:** Spoken fluency-Can communicate spontaneously |
| **Week** | **Unit** | **Listening Objectives** | **Speaking Objectives** | **Vocabulary** | **Online Materials** | **Note-Taking & Critical Thinking** | **Assessment** |
| **5** | **Unit 5****NUTRITIONAL SCIENCE****(How has science changed the food we eat?)**pp 102-125 | * Ss will be able to:

-watch and understand a video about how technology help farmers-listen to two reports and gather information and ideas on food science-listen to a lecture about food as medicine-understand key vocabulary -use visuals to predict content -listen for main ideas -listen for details -understand bias in a presentation-listen for phonologic details (other common intonation patterns) | * Ss will be able to:

-ask for opinions -agree/disagree with eating genetically modified foods-express and list the advantages and disadvantages of modern methods of food production-express interest during a conversation-ask and answer comparative questions-ask and answer follow-up questions-take part in a debate | Words related to nutrition, food science, eating, additivies used in products, genetically modified foods, chemicals -Modern eating disorders-Prefixes and suffixes  | * Online: **iQ Online Unit 5**
 | * Note-taking:

-taking notes from the video-making notes on eating habits -editing and comparing notes after a lecture-organizing ideas* Critical Thinking:

 -understanding and  commenting on  genetically modified  foods - Evaluating Information -learning about how  food science has  changed lately -understanding what  bias means  -presenting and  supporting an  opinion on food  science in a debate | **Mini Presentation 1** |
| **Unit Assignment** |
| Taking part in a debate (pg. 123) |
| **CEFR** |  **LISTENING****2.1 Communicative Activities:**Understand standard spoken language, live or broadcast, on familiar and unfamiliar topics Understand main and specific detailsTV and Film, watch a video about rain**2.3 Take notes:** on important points from an audio  | **SPEAKING****2.1 Communicative Activities, Overall Spoken Interaction**: Provide relevant explanations **Goal-oriented cooperation:**Express personal opinionsre an issue, speculate re causes or consequencesGive clear, detailed descriptions on a wide range of subjects **Sustained Monologue - Debate:**Develop an argument, expand and support a point of view with details **2.2 Communicative Strategies – Turn-taking:** Can initiate, maintain and end discourse appropriately with effective turn-taking  |
| **Week** | **Unit** | **Listening Objectives** | **Speaking Objectives** | **Vocabulary** | **Online Materials** | **Note-Taking & Critical Thinking** | **Assessment** |
| **6** | **Unit 6****EDUCATION****(Is one road to success beter than another?)**pp 126-151 | * Ss will be able to:

-watch and understand a video about failure and success-listen to a class discussion and gather information-understand key vocabulary -predict content-listen for main ideas -listen for details -listen for contrasting ideas-listen for phonologic details (highlighted words-content words) | * Ss will be able to:

-discuss what success and being successful means-discuss and compare career paths-comment on the concept of ‘the road to success’-gather information to have a discussion and reach a group decision-change the topic-give reasons for one’s ideas-discuss the opportunities of students nowadays-talk about the advantages and disadvantages of being an intern for a company | Words related to education, career, success, work, talent, internships, opportunities, student life-Using the dictionary-Formal and informal words | * Online: **iQ Online Unit 6**
 | * Note-taking:

-taking notes from the video-using a chart to take notes -organizing ideas-comparing and contrasting notes on multiple topics* Critical Thinking:

-Ranking options-listening to a lecture and expressing opinion about the different roads to success -understanding the concept of internship | **Speaking Project** |
| **Unit Assignment**  |
| Reaching a group decision (pg.147) |
| **CEFR** |  **LISTENING****2.1 Communicative Activities:**Understand main and specific details **2.1 Communicative Activites:**TV and Film watch a video about how the weather affects our mood**2.2 Communicaiton Strategies – Identify clues** **2.3 Take notes:** on important points from an audio | **SPEAKING****2.1 Communicative Activities, Overall Spoken Interaction**: Express personal opinions Maintain discussion, arguments and opposing points of view, express opinions and respond to arguments convincingly **2.2 Communication Strategies**Give feedback and follow up statements and inferences |
| **Week** | **Unit** | **Listening Objectives** | **Speaking Objectives** | **Vocabulary** | **Online Materials** | **Note-Taking & Critical Thinking** | **Assessment** |
| **7** | **Unit 7****Anthropology****(How can accidental discoveries affect our lives?)**P. 152-177 | * Ss will be able to:

-listen and understand an audio about accidental discoveries-listen to a report about twins-understand meaning from context -listen for main ideas -listen for details -listen for reasons-listen for text-listen for signal words and phrases -listen for phonologic details (linked words with vowels) | * Ss will be able to:

-discuss and understand the idea of Serendipity-expand on an idea- compare ideas with classmates-discuss important details-take part in a group discussion-give a presentation about personal discovery-use questions to maintain listener interest | -Words related to accidental discoveries and their effects on our lives, the power of serendipity, -Collocations with prepositions | * Online: **iQ Online Unit 7**
 | * Note-taking:

-taking notes from the video-using a chart to organize notes about main ideas-taking notes on key phrases from a listening exercise* Critical Thinking:

-proposing ideas-agreeing and disagreeing with an idea -discussing the power of serendipity-combining ideas | **Unit Assignment**Telling a story (pg.175) |
| **CEFR** |  **LISTENING****1.1 Global Scale:** Understand main points**2.1 Communicative Activities**: Reception, Overall Listening Comprehension –Main and specific details **2.1 Communicative Activites: Reception:**TV and Film, watch a video about virtual reality**2.3Note-taking (lectures, seminars, etc.)** | **SPEAKING****2.1 Communicative Activities, Overall Spoken Interaction**: Converse Informal discussion Express personal opinions **2.3 Communicative Language Competence:** Phonological Control |