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| **WEEK** | **UNIT** | **PAGE** | **CONTENT** | **READING SKILL** | **ACTIVITIES** | | | | | | **VOCABULARY SKILL** | **POST ACTIVITY** | |
| **1** | **1**  **EDUCATION** | 2-30 | **Reading 1:**  How Learning a New Language Improve Tolerance  **Reading 2:**  Is Learning Languages a Waste of Time? | \*Distinguishing main ideas from details  -identify the genres then write the main ideas of the excerpts  -ways to find main ideas according to the types of writing | \*Discuss the topic  \*Listen and answer the questions (online)  \*Watch the video (online)  \*Fill in the chart with customs given  **Reading 1:**  \*Preview the reading  \*Check the words in the reading  \*Work with the reading:  - complete the sentences with the words in the box  -complete the timeline  -match the subheadings with the correct main ideas  -find two pieces of evidence to support the statements  -complete the chart  -true/false  **Reading 2:**  \*Preview the reading  \*Check the words in the reading  \*Work with the reading:  -match the words to their definitions  -write the paragraph number next to the summarized statement  -scan the reading and write correct numbers  -circle the best answer best connects an example or statistic to the main idea  -answer the questions | | | | | | \*Using the thesaurus  -complete the sentences from the entry  -write a synonym for the underlined word | \*A debate on “What happens when a language disappears?” | |
| **OBJECTIVES:**  At the end of this unit, students will be able to;  -read an article from a government website and a book excerpt and gather information to talk about an extended definition of a word or concept from a different language or culture,  -distinguish main ideas from details,  -use a thesaurus | | | | | | | **CEFR DESCRIPTORS:**  -can infer the author’s attitude in a linguistically complex academic text  -can infer meaning in a linguistically complex academic text  -can read and understand articles and reports on current issues | | | | | | |
| **WEEK** | **UNIT** | **PAGE** | **CONTENT** | **READING SKILL** | **ACTIVITIES** | | | | | | **VOCABULARY SKILL** | **POST ACTIVITY** | |
| 2 | **2**  **BUSINESS** | 34-60 | **Reading 1:**  Who Wins in the Gig Economy, and Who Loses?  **Reading 2:**  The Dark Side of Gig Economy | \*Identifying contrasting ideas  -circle/underline the words that introduce an opinion  -complete the chart with different opinions  -complete the charts by describing the definitions and opininons | \*Discuss the topic  \*Listen and answer the questions (online)  \*Watch the video (online)  \*Describe the pictures as fun or work  **Reading 1:**  \*Preview the reading  \*Check the words in the reading  \*Work with the reading:  -circle the answer best matches meaning of each word/phrase  -complete the summary  -answer comprehension questions  -true/false  **Reading 2:**  \*Preview the reading  \*Check the words in the reading  \*Work with the reading:  -match the words to their definitions  -cross out the incorrect answer  -summarize the main ideas on the chart  -explain the meaning of the statements | | | | | | \*Reporting verbs  -circle the correct answer  -write five sentences | \*Discuss “How has the concept of “Work” changed?” | |
| **OBJECTIVES:**  At the end of this unit, students will be able to;  -read an article from The New York Times Magazine and an article from Black Belt Magazine, and gather information to discuss why a particular leisure activity should or should not be considered work,  -identify contrasting ideas,  -using evidence to support an argument | | | | | | | **CEFR DESCRIPTORS:**  **-**can recognise that ideas are parallel in a linguistically complex academic text  -can understand a detailed description in a linguistically complex academic text  -can understand texts that consist mainly of high frequency everyday or job-related language. | | | | | | |
| **WEEK** | **UNIT** | **PAGE** | **CONTENT** | **READING SKILL** | **ACTIVITIES** | | | | | | **VOCABULARY SKILL** | **POST ACTIVITY** | |
| 3 | **3**  **MEDIA STUDIES** | 64-91 | **Reading 1:**  Infographics Lie: Here’s How  **Reading 2:**  Phototruth or Photofiction? | \*Previewing a text  -preview the reading and circle the answer best completes the statements  -discuss your predictions of the infographics | \*Discuss the topic  \*Listen and answer the questions (online)  \*Complete the chart  **Reading 1:**  \*Preview the reading  \*Check the words in the reading  \*Work with the reading:  -complete the sentences with the words in the box  -put the main ideas in order  -complete the table  -check the statements that contain advice  -answer the question about the infographics  **Reading 2:**  \*Preview the reading  \*Check the words in the reading  \*Work with the reading:  -match the words in the text to their definitions  -answer comprehension questions  -match each sentence with the correct person or publication  -rank the examples from 1(least serious) to 6(most serious)  -write the phrase from the text that the pronouns refer to  \*Watch the video (online) | | | | | | \*Latin and Greek roots  -circle the word/phrase best matches the meaning of the each bold word  -match the definitions in the box with the roots | \*A debate on “How well does a picture illustrate the truth?” | |
| **OBJECTIVES:**  At the end of this unit, students will be able to;  -read an article from Fast Company and an excerpt from a textbook, and gather information to talk about how to create a proposal for a print or Web advertisement,  -preview a text,  -use Latin and Greek roots to understand words | | | | | | | | **CEFR DESCRIPTORS:**  -Can follow abstract argumentation, for example the balancing of alternatives and the drawing of a conclusion  -can understand the use of paraphrasing in a linguistically complex academic text | | | | | |
| **WEEK** | **UNIT** | **PAGE** | **CONTENT** | **READING SKILL** | **ACTIVITIES** | | | | | | **VOCABULARY SKILL** | **POST ACTIVITY** | |
| 4 | **4**  **INTERNATIONAL RELATIONS** | 94-123 | **Reading 1:**  In Norway, Global Seed Vault Guards Genetic Resources  **Reading 2:**  Building the Perfect Spaceman | \*Making Inferences  -match the excerpts with the inferences  -write an inference for each statement | \*Discuss the topic  \*Listen and answer the questions (online)  \*Watch the video (online)  \*Complete the survey  **Reading 1:**  \*Preview the reading  \*Check the words in the reading  \*Work with the reading:  - match the words to their definitions  -correct the false statements  -match the details with the country  -match the titles with the paragraphs  **Reading 2:**  \*Preview the reading  \*Check the words in the reading  \*Work with the reading:  -complete the sentences with the words in the box  -number the main ideas  -match the details with the main ideas  -write the contributions of each country, infer if necessary  -match the people with the statements  -answer comprehension questions, infer if necessary | | | | | | \*Prefixes  - write the prefix from the box next to its definition  -complete the sentences with the prefixes from the chart | \*A presentation on “Why is global cooperation important?” | |
| **OBJECTIVES:**  At the end of this unit, students will be able to;  -read an article from The New York Times and an article from Maclean’s news magazine, and gather information to discuss the importance of global cooperation,  -make inferences,  -use prefixes | | | | | | | | | **CEFR DESCRIPTORS:**  -can extract information, ideas and opinions from highly specialised sources within their field  -can critically evaluate the effectiveness of a linguistically complex problem solution text | | | | |
| **WEEK** | **UNIT** | **PAGE** | **CONTENT** | **READING SKILL** | **ACTIVITIES** | | | | | | **VOCABULARY SKILL** | **POST ACTIVITY** | |
| 5 | **6**  **ECOLOGY** | 158-186 | **Reading 1:**  Garbage of Eden  **Reading 2:**  The Glorious Feeling of Fixing Something Yourself | \*Anticipating content through questions  -write six *wh-*word questions in the chart  -annotate the text to remember where the answers are found | \*Discuss the topic  \*Listen and answer the questions (online)  \*Take the quiz  **Reading 1:**  \*Preview the reading  \*Check the words in the reading  \*Work with the reading:  -match the words to its definitions  -write short answers to comprehension questions  -true/false  -write a number of each true and corrected statement and write supporting details  -order the events  **Reading 2:**  \*Preview the reading  \*Check the words in the reading  \*Work with the reading:  -complete the sentences with the words in the box  -match the subheadings with the paragraphs  -circle the answer best completes the statement  -match the people with the statements  -infer answers to the questions  -watch the video (online) | | | | | | \*Suffixes  -complete the chart using suffixes  -complete the paragraph using suffixes | \*A presentation on “How can we turn trash into treasure?” | |
| **OBJECTIVES:**  At the end of this unit, students will be able to;  -read an article from New Scientist and an article from The Atlantic news magazine, and gather information to make a presentation about preparing a business plan that describes a recycling company to potential investors,  -anticipate content through questions,  -recognize noun suffixes | | | | | | | | | | **CEFR DESCRIPTORS:**  - can synthesise information from multiple linguistically complex academic texts related to similar content  -can follow the sequence of events or arguments in an extended and linguistically complex academic text | | | |
| **WEEK** | **UNIT** | **PAGE** | **CONTENT** | **READING SKILL** | **ACTIVITIES** | | | | | | **VOCABULARY SKILL** | **POST ACTIVITY** | |
| 6 | **7**  **HISTORY** | 190-220 | **Reading 1:**  The First Industrial Revolution  **Reading 2:**  Glass Is Humankind’s Most Important Material | \*Identifying the author’s intent  -mark the sentences as inform(I), persuade(P), or entertain (E)  -discuss the questions | \*Discuss the topic  \*Listen and answer the questions (online)  \*Check the list  \*Describe and discuss the pictures  **Reading 1:**  \*Preview the reading  \*Check the words in the reading  \*Work with the reading:  -complete the sentences with the words in the box  -match each section with the main ideas  -write the overall main idea  -answer comprehension questions  -label the people and order them to1to 5 and write the reasons  **Reading 2:**  \*Preview the reading  \*Check the words in the reading  \*Work with the reading:  -match the words with their definitions  -answer comprehension questions, support with more information  -write the paragraph number  -match the people with the ideas  -infer the answers  -watch the video | | | | | | \*Using the dictionary  -circle the most appropriate word to complete the sentence  -replace the words with a more academic vocabulary | \*Discuss “How do new discoveries change the world?” | |
| **OBJECTIVES:**  At the end of the unit, students will be able to;  -read an article from Scientific American Mind and an article from Maclean’s news magazine, and gather information to talk about why people want to change,  -identify the author’s intent,  -use the dictionary to make appropriate word choices | | | | | | | | | | **CEFR DESCRIPTORS:**  -can recognise multiple purposes in a linguistically complex academic text  -can identify logical flaws in an argument in an academic paper | | | |
| **WEEK** | **UNIT** | **PAGE** | **CONTENT** | **READING SKILL** | **ACTIVITIES** | | | | | | **VOCABULARY SKILL** | **POST ACTIVITY** | |
| 7 | **8**  **HEALTH SCIENCES** | 224-253 | **Reading 1:**  How Can You Boost Your Energy Level?  **Reading 2:**  The Scientific Reasons You Feel More Tired During The Winter | \*Organizing notes and annotations in a chart  -write the numbers of the statements next to the main ideas  -complete a cause and effect chart  -complete the chart | \*Discuss the topic  \*Listen and answer the questions (online)  \*Watch the video (online)  \*Answer the questionnaire  **Reading 1:**  \*Preview the reading  \*Check the words in the reading  \*Work with the reading:  -complete the sentences with the words in the box  -circle the answer best completes the statement  -correct the false statements  -complete the notes  -respond to each of the scenarios using information from the reading  **Reading 2:**  \*Preview the reading  \*Check the words in the reading  \*Work with the reading:  -complete the sentences with a word from the box  -true/false- correct the false information  -write the paragraph number  -complete a chart  -scan the reading and answer the questions  -infer the answers | | | | | | \*Adjective/verb+preposition collocations  -complete the sentences with prepositions from vocabulary skill box  -combine the phrases into one sentence | \*Discuss “What energizes people?” | |
| **OBJECTIVES:**  At the end of the unit, students will be able to;  -read an article from The St. Petersburg Times and n article from The New York Times and gather information to discuss about two or three methods for boosting energy levels  - organize their notes and annotations in a chart  - learn/use adjective/verb+preposition collocations | | | | | | | **CEFR DESCRIPTORS:**  -can identify different types of supporting details in a linguistically complex academic text  -can recognise that ideas are parallel in a linguistically complex academic text | | | | | | |