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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 |
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| 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. |
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| 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 |
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| 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 |
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| 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 |