

Storytelling Time

Goals

- Describe the basic elements and devices of a fiction story you like.
- Compare books to their comic or movie adaptations.
- Identify and use rising and falling intonation in tag questions.
- Write a short story plot based on an outline.
- Identify and use cognates and false cognates.

Grammar and Vocabulary

- Narrative elements: *setting, character, plot, theme*
- Narrative devices: *twist, flashback, hook*
- Fictional plot structure
- Comic elements: *panel, speech balloon, thought balloon, caption, onomatopoeia, gutter*
- Intensifiers *so* and *such (that)*: *It's such an amusing comic! The resolution was so predictable! The plot develops so slowly that I got bored.*
- Comparisons with *as ... as*: *The movie adaptation is not as thought-provoking as the novel.*

Functions

- Emphasizing adjectives and adverbs
- Expressing cause and effect
- Making comparisons and expressing degrees of difference

Strategies

Listening

- Recognizing and using formulas and patterns

Reading

- Getting the idea quickly
- Practicing naturalistically

Writing

- Linking with already known material
- Placing new words into a context

Speaking

- Asking for help or clarification
- Becoming aware of others' thoughts and feelings

Pronunciation

- Tag questions: Rising and falling intonation

Communication

- Differentiating between true and false cognates

CLIL

Arts: Comic books vs. graphic novels

Project

Another Way to Tell a Story (comic adaptation)

Solved and Unsolved Mysteries

- Identify and use vocabulary referring to mysteries.
- Make guesses about mysteries using modals and the Present Perfect tense.
- Recognize and use the contracted forms *must've, may've, might've, and could've*.
- Write a text giving two different explanations for a mysterious event, artifact, place, or creature.
- Complain politely about a service or product.

- Words related to mysteries

• *Must, may, might, and could* in the Simple Present tense: *Mermaids must be fake. There may be an explanation for that. Nessy might not be real. I think ghosts could exist.*

• *Must, may, might, and could* in the Present Perfect tense: *You must have been really scared. People may have mistaken a bear with the Yeti. What might have caused the Dancing Plague of 1518? The Celts couldn't have built Stonehenge.*

Functions

- Expressing degrees of certainty and possibility about the present
- Expressing degrees of certainty and possibility about the past

Listening

- Using non-linguistic clues

Reading

- Highlighting

Writing

- Recognizing and using formulas and patterns
- Summarizing

Speaking

- Cooperating with others
- Becoming aware of others' thoughts and feelings
- Using laughter

- Contracted forms: *must've, may've, might've, could've*

- Using expressions to make, accept, or reject a complaint

Science: A mystery solved by science

An Eerie Podcast (podcast)

Jumping Off the Page

Goals

- Express your opinion about different kinds of sports.
- Talk about unreal situations in the past.
- Link words to sound more natural in short conversations.
- Write a short text about a sports issue.
- Understand and use idioms related to sports.

Grammar and Vocabulary

- Olympic sports: *hammer throw, curling, fencing, sprint running, skeleton, breaststroke swimming*
- Paralympic sports: *para ice hockey, wheelchair basketball, 7-a-side football, sitting volleyball*
- Sports equipment
- The Past Perfect tense: *The player had twisted his ankle when the coach came back.*
- The Third Conditional: *What would have happened if you had trained harder?*

Functions

- Talking about actions that happened before other actions in the past
- Describing situations that might have happened but didn't

Strategies

- Listening**
- Paying attention

- Reading**
- Taking notes

- Writing**
- Identifying the purpose of a language task
 - Transferring

- Speaking**
- Using resources for receiving and sending messages
 - Analyzing expressions

Pronunciation

- Linking: consonant to vowel and vowel to vowel

Communication

- Using idioms related to sports

CLIL

Social Studies: The two sides of sports

Project

Behind the Curtain of Big Sports Events (debate)

Keeping Up With the World

- Talk about news sources and news sections.
- Report what your classmates said.
- Identify and stress content and function words.
- Make your own savings plan by solving proportions.
- Identify and use conversational expressions related to understanding information.

- News sources: *print newspapers, TV news, newspaper apps, radio news, online newspapers*
- News sections: *Local News, World Affairs, Health, Education, Technology, Culture and Arts, Opinion*
- Adjectives to describe news
- The Passive Voice in different tenses: *Hundreds of selfies are taken every day. What will be done to negotiate peace?*
- Reported Speech in different tenses: *Frank asked if Sophie had bought the tickets. Ross said he didn't like the news.*

Functions

- Emphasizing an action rather than the person who does the action
- Reporting what other people said

Listening

- Cooperating with proficient users of the language

Reading

- Grouping
- Using resources for receiving and sending messages

Writing

- Semantic mapping
- Asking for correction

Speaking

- Adjusting or approximating the message

- Content words vs. function words

- Showing understanding, showing lack of understanding, and checking for understanding

Math: Solving proportions to make a savings plan

Our Online Newspaper (news/feature articles)

Internet: The Good, the Bad, and the Ugly

Goals

- Write a profile describing your personality.
- Express opinions related to past events and decisions.
- Use the contracted forms *should've* and *could've* in short conversations.
- Write an opinion paragraph about a misuse of technology.
- Use conversation starters to break the ice.

Grammar and Vocabulary

- Adjectives of personality: *gleeful, messy, affectionate, grumpy, whiny, selfless, picky*
- Phrasal verbs: *let down, bottle up, burn up, freak out, chill out, end up, hype up*
- *Wish*: *Etta wishes she were less shy. I wish I had had a pet as a child. Don't you wish you could travel more?*
- *Should* and *could* in the Present Perfect tense: *You should have listened to your mother. How could they have done that?*

Functions

- Expressing wishes and regrets (past, present, and future)
- Expressing criticism, regret, or disapproval related to past situations and decisions

Strategies

Listening

- Taking risks wisely

Reading

- Using key words
- Reasoning deductively
- Using linguistic clues

Writing

- Planning for a language task

Speaking

- Selecting the topic
- Coining words

Pronunciation

- Contractions: *should've* and *could've*

Communication

- Making small talk

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Technology: Bad uses of technology

Project

Selfies with a Sense (PechaKucha 20x20)

Human Rights First

- Talk about situations in which human rights were infringed or protected.
- Reflect on positive and negative aspects of your community.
- Recognize and use both British and American pronunciation.
- Write a biography of a human rights activist.
- Use idioms to share personal experiences.

- Human rights: *right to freedom of opinion, right to take part in political affairs, right not to be discriminated for any reason, right to education*
- The Passive Voice in the Present Perfect tense: *Women's rights have been infringed for centuries. The right to work hasn't been denied here.*
- The Passive Voice with modal verbs: *Diversity must be respected. What could be done to protect the right of education? Discrimination shouldn't be accepted anywhere.*

Functions

- Emphasizing an action rather than the person who does the action
- Expressing obligation, strong opinion, possibility, or advice

Listening

- Taking notes

Reading

- Reasoning deductively
- Summarizing

Writing

- Organizing
- Discussing your feelings with someone else

Speaking

- Developing cultural understanding
- Using music

- British and American English

- Sharing personal experiences by using idioms

Civic Literacy: Human rights activists

A Call to Action on Human Rights (video)