

UNIT	SOCIAL INTERACTION	ACCESS TO INFORMATION		APPRECIATION OF LITERATURE AND CULTURE	APPRECIATION OF LANGUAGE	GRAMMAR AND VOCABULARY	PRESENTATION
		Texts	Skills				
<b>SECTION 1: Smartphone Teens</b>				<b>SECTION 1: Smartphone Teens</b>			
<b>1</b> <b>Send a Message!</b> pages 10-25	<ul style="list-style-type: none"> <li>ask and answer questions</li> <li>act out dialogues</li> <li>name items and actions</li> <li>discuss survey results and reports</li> </ul>	<ul style="list-style-type: none"> <li>statements</li> <li>survey results</li> <li>“Something Useful” (magazine reports)</li> </ul>	<ul style="list-style-type: none"> <li>Scanning</li> <li>Interpreting a graph</li> <li>Transferring information to a graph</li> <li>Integrating information from two reports</li> </ul>		<ul style="list-style-type: none"> <li>Comparing Present Simple to home language</li> </ul>	<ul style="list-style-type: none"> <li>There is / There are</li> <li>Present Simple (+)</li> <li>Frequency Expressions</li> <li>Who / What-Subject questions</li> <li>Multi-function words</li> </ul>	<ul style="list-style-type: none"> <li>Digital Task (Group Task): Make a video</li> </ul>
<b>2</b> <b>Readers’ Club</b> pages 26-31	<ul style="list-style-type: none"> <li>ask and answer questions</li> <li>suggest a solution to a problem</li> </ul>	<ul style="list-style-type: none"> <li>poem</li> </ul>	<ul style="list-style-type: none"> <li>Scanning</li> <li>Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>“My Smartphone Isn’t Really Smart” (poem)</li> </ul>	<ul style="list-style-type: none"> <li>Becoming aware that words have more than one meaning</li> </ul>	<ul style="list-style-type: none"> <li>Multi-meaning words</li> </ul>	<ul style="list-style-type: none"> <li>Digital Task (Group Task): Present a recording of the poem:               <ol style="list-style-type: none"> <li>Audience Reading</li> <li>Turn the poem into a song and record yourselves singing.</li> </ol> </li> </ul>
<b>3</b> <b>Put Down That Phone!</b> pages 32-42	<ul style="list-style-type: none"> <li>ask and answer questions</li> <li>agree and disagree</li> </ul>	<ul style="list-style-type: none"> <li>🎧 “A Good Night’s Sleep” (radio program)</li> <li>“Agreeing and Disagreeing” (responses to statements from books)</li> </ul>	<ul style="list-style-type: none"> <li>Listening for main idea and details</li> </ul>		<ul style="list-style-type: none"> <li>Comparing the structures of negative sentences and questions in the Present Simple to home language</li> </ul>	<ul style="list-style-type: none"> <li>Present Simple (-)</li> <li>Yes/ No questions</li> <li>Wh- Non-Subject questions</li> </ul>	<ul style="list-style-type: none"> <li>Write emails: agony letters and replies (Guided writing)</li> </ul>
<b>SECTION 2: Dreams and Goals</b>				<b>SECTION 2: Dreams and Goals</b>			
<b>4</b> <b>Sweet Dreams!</b> pages 44-63	<ul style="list-style-type: none"> <li>describe pictures</li> <li>express likes, interests and impressions</li> <li>act out a dialogue</li> <li>express opinions</li> <li>talk about habits</li> </ul>	<ul style="list-style-type: none"> <li>dialogue</li> <li>Table of Contents</li> <li>descriptions of dreams</li> <li>“What Are Dreams?” (opinion paragraph)</li> <li>🎧 “Ask the Expert” (radio program)</li> </ul>	<ul style="list-style-type: none"> <li>Extracting information from visual data</li> <li>Identifying the main idea</li> <li>Listening for details</li> </ul>		<ul style="list-style-type: none"> <li>Comparing Present Simple and Progressive to home language</li> <li>Becoming aware of the emotional appeal of words</li> </ul>	<ul style="list-style-type: none"> <li>Have / Has</li> <li>Present Progressive (+) (-) (?)</li> <li>Stative Verbs</li> <li>Adjective-Noun phrases</li> <li>Word Connotations</li> </ul>	<ul style="list-style-type: none"> <li>Make a poster: “The Good Things in My Life”</li> </ul>

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<b>5</b> <b>Readers' Club</b> pages 64-75	<ul style="list-style-type: none"> <li>ask and answer questions</li> <li>compare the video of the story with its printed version</li> <li>discuss issues</li> </ul>	<ul style="list-style-type: none"> <li>"The Dream Catcher" (legend)</li> </ul>	<ul style="list-style-type: none"> <li>Identifying main idea and details</li> <li>Comparing and Contrasting</li> <li>Predicting</li> <li>Explaining Cause and Effect</li> </ul>	<ul style="list-style-type: none"> <li>"The Dream Catcher" (legend)</li> <li>Culture: Objects kept for protection in various traditions</li> </ul>	<ul style="list-style-type: none"> <li>Becoming aware that "will" indicates future tense</li> </ul>	<ul style="list-style-type: none"> <li>Using clues to identify words</li> </ul>	Digital Tasks: <ol style="list-style-type: none"> <li>PowerPoint presentation of dream catchers accompanied by a spoken explanation</li> <li>A recording of Part Two of the story (Audience Reading)</li> </ol>
<b>6</b> <b>Reach Your Goals!</b> pages 76-90	<ul style="list-style-type: none"> <li>discuss one's future, hopes and dreams</li> <li>act out a dialogue</li> <li>discuss issues</li> </ul>	<ul style="list-style-type: none"> <li>"Teens Dream Big" (paragraphs)</li> <li>"Dreams and Goals" (article)</li> <li>"A Kid's Dream" (poem by student)</li> </ul>	<ul style="list-style-type: none"> <li>Integrating information</li> <li>Organizing information in a cause-effect flowchart</li> </ul>	<ul style="list-style-type: none"> <li>"A Kid's Dream" (poem by student)</li> </ul>	<ul style="list-style-type: none"> <li>Comparing the ways of talking about the future in English to home language</li> </ul>	<ul style="list-style-type: none"> <li>The Future: "will" and "be going to" (+), (-), (?)</li> <li>Making phrases</li> </ul>	<ol style="list-style-type: none"> <li>Poster: Pictures representing one's goals accompanied by a spoken explanation</li> <li>Goals letter to myself</li> </ol>
<b>SECTION 3: Tough Stuff</b>				<b>SECTION 3: Tough Stuff</b>			
<b>7</b> <b>Stop the Violence!</b> pages 92-115	<ul style="list-style-type: none"> <li>express an opinion</li> <li>ask for and give advice</li> <li>act out dialogues</li> <li>discuss problems and solutions</li> </ul>	<ul style="list-style-type: none"> <li>"A Violent World" (paragraphs)</li> <li>"A Dog's Life" (story)</li> <li>"The School Bullies" (article)</li> <li>"Ed's Problem" (diary entries)</li> <li>"Make Me a World" (poem by student)</li> </ul>	<ul style="list-style-type: none"> <li>Scanning</li> <li>Identifying main idea and details</li> <li>Explaining Cause and Effect</li> </ul>	<ul style="list-style-type: none"> <li>"Make Me a World" (poem by student)</li> </ul>	<ul style="list-style-type: none"> <li>Comparing the forms of negative sentences and questions in the Past Simple to home language</li> <li>Becoming aware of the emotional appeal of words</li> </ul>	<ul style="list-style-type: none"> <li>Word Associations</li> <li>Multi-meaning words</li> <li>Past Simple (+) (-) (?)</li> <li>Word Connotations</li> <li>Connectors of Cause and Effect</li> <li>Finding the common denominator</li> </ul>	Digital Task: Create a video clip of the poem (group task)
<b>8</b> <b>Readers' Club</b> pages 116-121	<ul style="list-style-type: none"> <li>ask and answer questions</li> <li>discuss clues in pictures</li> <li>discuss a story</li> </ul>	<ul style="list-style-type: none"> <li>"The Nails in the Fence" (story)</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing Events</li> </ul>	<ul style="list-style-type: none"> <li>"The Nails in the Fence" (story)</li> </ul>	<ul style="list-style-type: none"> <li>Becoming aware of the emotional appeal of words</li> </ul>	<ul style="list-style-type: none"> <li>Word Connotations</li> </ul>	Digital poster advising people how to behave when they are angry
<b>9</b> <b>Stop Online Bullying!</b> pages 122-142	<ul style="list-style-type: none"> <li>discuss survey results</li> <li>interact to share information (jigsaw)</li> <li>describe a picture</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw Reading: "Experts on Gossip" (paragraphs)</li> <li>"A Hate Culture" (passage)</li> <li>"Surviving the Hate Culture"</li> </ul>	<ul style="list-style-type: none"> <li>Explaining Cause and Effect</li> <li>Listening for main idea</li> <li>Integrating information from two spoken texts</li> </ul>	<ul style="list-style-type: none"> <li>Culture: "A Hate Culture"</li> </ul>	<ul style="list-style-type: none"> <li>Comparing the forms of "BE" in the past to home language</li> </ul>	<ul style="list-style-type: none"> <li>was / were (+) (-) (?)</li> <li>Irregular verbs in the past (Review)</li> </ul>	<ol style="list-style-type: none"> <li>Sign with slogan</li> <li>Email of apology (guided writing)</li> </ol> <b>Class Project:</b> Anti-Bullying campaign including slogans, stickers, posters, advice sheet and student pledge

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<b>SECTION 4: Great Vacations</b>							
<b>10</b> <b>What an Adventure!</b> pages 144-169	<ul style="list-style-type: none"> <li>• discuss preferences</li> <li>• act out dialogues</li> <li>• ask and answer questions</li> <li>• discuss issues</li> </ul>	<ul style="list-style-type: none"> <li>• map of the world</li> <li>• ads</li> <li>• “Great Trips”</li> <li>• “About Brazil” and “Welcome to the Amazon” (articles)</li> <li>• “Very Special Hotels” (ads)</li> <li>• “The Jungle Adventure”</li> <li>• “The Carnival” (passage)</li> </ul>	<ul style="list-style-type: none"> <li>• Map reading</li> <li>• Integrating information from two ads</li> <li>• Listening for details</li> <li>• Distinguishing Fact from Opinion</li> <li>• Pronoun Reference</li> <li>• Predicting</li> <li>• Listening for details</li> <li>• Comparing and Contrasting</li> </ul>	Culture: Comparing the Carnival of Brazil and the Adloyada	<ul style="list-style-type: none"> <li>• Comparing the collocation “enjoy + noun” to the expression in the home language</li> <li>• Becoming aware of the difference in usage of “big/large” and “high/tall”</li> </ul>	<ul style="list-style-type: none"> <li>• Word Associations</li> <li>• Cognates</li> <li>• Superlative and Comparative adjectives</li> <li>• Multi-meaning words</li> </ul>	<ol style="list-style-type: none"> <li>1. Digital album about Brazil</li> <li>2. Digital ad inviting tourists to visit Brazil</li> </ol>
<b>11</b> <b>Readers’ Club</b> pages 170-179	<ul style="list-style-type: none"> <li>• ask and answer questions</li> <li>• discuss a story</li> <li>• compare the characters in the story</li> <li>• report about a virtual tour</li> </ul>	<ul style="list-style-type: none"> <li>• “Save the Rain Forests!” (informational text)</li> <li>• “The Gift of Life” (sci-fi “legend”)</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting</li> <li>• Comparing and Contrasting</li> <li>• Sequencing Events</li> </ul>	<ul style="list-style-type: none"> <li>• “The Gift of Life” (sci-fi “legend”)</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming aware of the fact that many adjectives can be identified by their suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Adjective suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Task: Give a spoken account of a virtual tour</li> </ul>
<b>12</b> <b>Welcome to Australia!</b> pages 180-203	<ul style="list-style-type: none"> <li>• interact in pairs to share information obtained from information-gap texts</li> <li>• ask and answer questions</li> <li>• discuss issues</li> </ul>	<ul style="list-style-type: none"> <li>• ads, road signs and newspaper headline</li> <li>• “Australia’s Unusual Birds” and “Australia’s Unusual Animals” (articles)</li> <li>• “Welcome to Sydney” (text messages describing tourist attractions)</li> <li>• “Sydney – the Supercity” (article)</li> <li>• “Life on a Sheep Farm” (interview)</li> <li>• “Tim and the Dingo” (story)</li> </ul>	<ul style="list-style-type: none"> <li>• Extracting information from various text-types</li> <li>• Integrating information</li> <li>• Identifying topic and topic sentence</li> <li>• Skimming</li> <li>• Listening for main idea and details</li> <li>• Comparing and Contrasting</li> </ul>	Culture: <ul style="list-style-type: none"> <li>• The Sports Culture of Australia</li> <li>• DSA – Disability Sport Australia</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming aware of differences between American and British English</li> <li>• Comparing adverbs to home language</li> <li>• Becoming aware of homophones and compound nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Word Associations</li> <li>• Identifying the common denominator</li> <li>• Adjective and Verb Prefixes</li> <li>• Adverbs</li> <li>• Prepositions of Place</li> <li>• Have to</li> <li>• Homophones</li> <li>• Compound Nouns</li> </ul>	Student A: Create a quiz about Brazil Student B: Create a quiz about Australia Exchange quizzes. Test each other’s knowledge.

**Language File** pages 204-215

**Irregular Verbs** pages 216-217

**Glossary** pages 218-224

**Vocabulary Review** pages 225-226