Unit 1

**Storytelling Time**

- 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

**Listening**

- Recognizing and using formulas and patterns

**Reading**

- Getting the idea quickly
- Practicing naturally

**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

- Tag questions: Rising and falling intonation

**Communication**

- Differentiating between true and false cognates

**Arts**

- Comic books vs. graphic novels

**Project**

- Another Way to Tell a Story (comic adaptation)

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Unit 2

**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.

**Grammar and Vocabulary**

- 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*

**Arts**

- Comic books vs. graphic novels

**Project**

- An Eerie Podcast (podcast)
Unit 3: Jumping Off the Page

- 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.

- 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

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

Linking: consonant to vowel and vowel to vowel

Using idioms related to sports

Social Studies: The two sides of sports

Behind the Curtain of Big Sports Events (debate)

Unit 4: 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
- 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)
**Unit 5**

**Internet: The Good, the Bad, and the Ugly**

- 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.

**Goals**
- 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

**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

**Communication**
- Contractions: *should’ve* and *could’ve*
- Making small talk

**Technology:** Bad uses of technology

**Project**
- Selfies with a Sense (PechaKucha 20x20)

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**Unit 6**

**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.

**Goals**
- 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

**Communication**
- British and American English
- Sharing personal experiences by using idioms

**Civic Literacy:** Human rights activists

**A Call to Action on Human Rights (video)**

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**HIT THE ROAD! 6**