

The Asian International School
Unit Backward Design
English Language Arts, Pre-Intermediate, 2017-2018
Unit 1: On Camera

Stage 1 - Desired Results	
<p>Established Goal(s):</p> <p>Informal letter writing skills are the focus of this unit. Order of adjectives, Present tense, state and dynamic verbs and verb + infinitive/-ing are the main grammar points. In oral presentation students' speaking skills will be focused on describing different nationalities, describing photographs and discussing the issue of surveillance. Words related to clothes and nationalities are the main focus of the vocabulary.</p>	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • A <i>Londoner</i> is a person from London and it isn't the same for all cities. • The name <i>paparazzi</i> comes from a character called Paparazzo in the Fellini film, La Dolce Vita. • The word <i>paparazzo</i> originally means 'a mosquito'. • <i>Try + -ing</i> means to do something as an experiment to see what will happen, whereas <i>try + infinitive</i> means to make an effort to do something difficult. • With <i>remember, forget, stop and go on the -ing</i> form refers to an action that happens before the remembering, forgetting, etc. and the infinitive refers to things that happen after. • The preposition <i>like</i> in <i>look like + noun/person</i> means 'to resemble', in <i>look like + clause</i> means 'as if'. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Which of these sentences describes you best? • What are these people doing and where are they? • Why is Louis annoyed with Carol? • Who is Carol taking the photo for? • Who is usually kept under surveillance? • Who keeps them under surveillance? • What is a CCTV camera? • Do you enjoy looking at other people's photos? • What sort of photos do you enjoy looking at? • Are there any that you find not so interesting? • Do you like having your photo taken? • Why people take part in exchange programs with other countries? • Would you like to be an exchange student? Why/Why not? • Which country would you like to do your exchange program?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • How to describe clothes. • How to use adjectives in the correct order. • How to give vague descriptions of things that are hard to describe exactly. • How to use different present tenses to talk about the present and future. • How to state verbs. • How to talk about differences between nationalities. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Use different present tenses to talk about the present and future • Talk about differences between nationalities • Use different verb patterns.

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- How to identify and use different verb patterns.
- How to express opinions about the paparazzi.
- How to give their views on surveillance.
- How to talk about photos.
- How to compare and contrast photos and to discuss the issues involved.
- How to write a letter introducing themselves.
- How to organize their ideas into topics.

Stage 2 - Assessment Evidence

Performance Task(s):

To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.

- Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)
- Discussion and presentation
- Group project that involves research and report writing
- Homework assignments

Other Evidence:

The following will also be observed, recorded, and considered for the final grade of students in each lesson activity

- Motivation
- Engagement
- Collaboration
- Communication pattern among peers and with the teacher
- Reactions
- Respect to others and different opinions

Stage 3 – Learning Plan

Learning Activities:

In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.

1. Individual/pair/small group activity

Students practice and improve skimming for the general idea, looking for connections with a topic, grammar and vocabulary, identifying the sequence of events, understanding words from context, and inferring hidden meanings from the context.

2. Discussion and presentation:

Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.

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3. Critical Thinking Activities

Students are involved in more challenging discussions and activities at grade level that are related to higher-order thinking skills according to the revised Bloom's Taxonomy as below:

Applying

Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading. Student application of their knowledge will be demonstrated during the class activities, such as discussion, presentation, role-play, and problem-solving.

Analyzing

Students can compare and contrast characters in a literary work, and analyze the similarities and differences out of them. Students do this not only within a reading but also across different readings.

Evaluating

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

Creating

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

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Unit 2: Memories

Stage 1 - Desired Results	
<p>Established Goal(s):</p> <p>The target of this unit is enabling students to write a narrative. In grammar, students will learn past tense contrast, exclamatory sentences and usage of 'used to'. Oral presentation covers talking about feelings, describing early memories, discussing and reacting to significant events. Main vocabulary and listening focuses on words related to emotions.</p>	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • The /s/ sound in <i>used to</i> is what distinguishes it from <i>used</i>, the past tense of <i>to use</i>. • With <i>used to</i>, the final 'd' in <i>used</i> is not pronounced as it is assimilated into the 't' in <i>to</i>. • Prepositions are to be followed by a noun or pronoun. • If a preposition is followed by a verb, then the verb will be in the <i>-ing</i> form because the <i>-ing</i> form of a verb has the function of a noun. • Prepositions that come in the middle of a sentence and not at the end are pronounced as a weak form. • <i>At the end</i> is usually followed by <i>of</i>. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Do you celebrate Christmas in a traditional way? • What special foods are associated with your favourite holiday? • What special clothing/customs are associated with your favourite holiday? • Do you light off fireworks on New Years Eve in your country? • What special clothing/customs are associated with your favourite holiday? • What do you know about the Poppy Day? • What kind of things do you remember best? • What kind of things do you find hard to remember? • What do you do if you have something important to remember?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • How to express one's feelings/emotions. • How to talk about past habits and situations. • The usage of Past tense contrast. • The significance of important days. • The usage of 'used to'. • The usage of exclamatory sentences with How and What • How to listen for gist and specific information. • How to narrate events. • How to write a narrative. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Talk about feelings • Describe early memories • Discuss important days • Write a narrative, telling the story of an event • To change the meaning of adjectives by adding prefixes • Understand a magazine article about a man who lost his memory. • Use sequencing words • Use exclamatory sentences to respond to other people's stories. • Write a story

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Stage 2 - Assessment Evidence	
<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.) • Discussion and presentation • Group project that involves research and report writing • Homework assignments 	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <p>In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.</p> <p>1. Individual/pair/small group activity</p> <p>Students practice and improve skimming for the general idea, looking for connections with a topic, grammar and vocabulary, identifying the sequence of events, understanding words from context, and inferring hidden meanings from the context.</p> <p>2. Discussion and presentation:</p> <p>Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.</p> <p>3. Critical Thinking Activities</p> <p>Students are involved in more challenging discussions and activities at grade level that are related to higher-order thinking skills according to the revised Bloom’s Taxonomy as below:</p> <p>Applying</p> <p>Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading. Student application of their knowledge will be demonstrated during the class activities, such as discussion, presentation, role-play, and problem-solving.</p>	

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Analyzing

Students can compare and contrast characters in a literary work, and analyze the similarities and differences out of them. Students do this not only within a reading but also across different readings.

Evaluating

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

Creating

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

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Unit 3: Nine to Five

Stage 1 - Desired Results

Established Goal(s):

Writing a job application is the main focus of this unit. In grammar defining and non – defining relative clauses are the main focus. The oral presentation concerns a job interview and advantages and disadvantages of working abroad. Vocabulary will be concentrated on words related with jobs and gender, places of work, activities at work, describing work and expressing an opinion.

Understanding(s):

Students will understand ...

- Muggers are criminals who threaten you with violence for your valuables.
- Murderers are criminals who kill people.
- *All in a day's work* is an idiom which is used to say that you're happy or willing to do something other people might find difficult or strange because it's part of your normal job or duty.
- *Immigration* is when people come to live in this country
- *Emigration* is when people go to live in another country
- Intonation goes up at the end of Yes/No questions and down at the end of *Wh* – questions.
- The intonation will rise on stressed words in the sentence.

Essential Question(s):

- Which word describes a job which involves working with your hands or requires physical strength?
- Which word describes work that is unimportant, not skilled and usually very boring?
- Which countries do people from your country emigrate to?
- Which countries do people immigrate to your country from?
- For what reasons do people emigrate?
- If you could go to another country to live and work, which country would you choose? Why?
- What do you want to be in the future?
- What are the reasons why people work?
- What is the difference between a well-paid job and a satisfying job?
- What are the advantages and disadvantages of working abroad?
- Write a job application letter/make a resume?
- Would you consider yourself to be an ambitious person at work?
- Would you describe yourself as a workaholic?
- Would you like to do the same job for the rest of your life?
- Would you like to work in an office? Why or why not?
- Would you rather be a doctor or a banker?

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<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • How to write a formal letter – a job application • Structuring a letter • The phrases for formal letters and letters of application. • How to talk about the pros and cons of living abroad. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Talk about jobs and work • Listen for gist and specific information. • Describe a person, thing or place using defining relative clauses • Discuss the advantages and disadvantages of working abroad • Use correctly non - defining relative clauses • Understand and react to a magazine article about gender and work • Ask and answer questions at a job interview • Write a letter applying for a job.
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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.) • Discussion and presentation • Group project that involves research and report writing • Homework assignments 	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <p>In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.</p> <p>1. Individual/pair/small group activity</p> <p>Students practice and improve skimming for the general idea, looking for connections with a topic, grammar and vocabulary, identifying the sequence of events, understanding words from context, and inferring hidden meanings from the context.</p>
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2. Discussion and presentation:

Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.

3. Critical Thinking Activities

Students are involved in more challenging discussions and activities at grade level that are related to higher-order thinking skills according to the revised Bloom's Taxonomy as below:

Applying

Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading. Student application of their knowledge will be demonstrated during the class activities, such as discussion, presentation, role-play, and problem-solving.

Analyzing

Students can compare and contrast characters in a literary work, and analyze the similarities and differences out of them. Students do this not only within a reading but also across different readings.

Evaluating

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

Creating

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

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Unit 4: Body and Mind

Stage 1 - Desired Results	
<p>Established Goal(s):</p> <p>Writing an informal letter and giving news is the focus of this unit. The oral presentation concerns how to talk about diet, lifestyle and visits to the doctor. Past simple and present perfect contrast and present perfect continuous are the main focus of grammar. Words related to the human body, legal terms, homophones, aches and pains, symptoms and illnesses are the main vocabulary.</p>	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • An idiom is an expression with a meaning that you cannot guess from the meanings of the individual words. • Present perfect is formed with have + past participle. • The world memory championship is an organized competition of mental sports in which people memorize as much information as possible within a certain period of time. The championships have taken place annually since 1990. • A prescription is the piece of paper that the doctor gives you to take to the chemist's. • As with formal letters, although to a lesser extent, there are certain fixed phrases which people tend to use in informal letters. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What extreme sports can you think of? • Are you health conscious? • Do think that you need to lose weight? • Do you always eat healthy food? • Do you eat a lot of vegetables? • Do you exercise? <ul style="list-style-type: none"> ○ What kind of exercise do you do? ○ How often do you exercise? • Have you been to the cinema this week? • What is obesity? • How long can you study before you need a break? • Do you need total silence to concentrate or do you like to listen to music? If so, what kind of music? • What kind of things do you find hard to remember? • What do you do if you have something important to remember?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • How to use idioms with parts of the body. • When to use present perfect • When to use past simple • Homophones • Idiomatic expressions • Fixed phrases used in informal letters 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Talk about parts of the body and injuries • Correctly use the past simple and present perfect simple • Understand and react to an article about obesity and diet • Correctly use the present perfect continuous • Comprehend a magazine article • Talk about illnesses, their symptoms and treatment • Listen for gist and specific information • Write a letter giving news.

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Stage 2 - Assessment Evidence	
<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.) • Discussion and presentation • Group project that involves research and report writing • Homework assignments 	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <p>In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.</p> <p>1. Individual/pair/small group activity</p> <p>Students practice and improve skimming for the general idea, looking for connections with a topic, grammar and vocabulary, identifying the sequence of events, understanding words from context, and inferring hidden meanings from the context.</p> <p>2. Discussion and presentation:</p> <p>Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.</p> <p>3. Critical Thinking Activities</p> <p>Students are involved in more challenging discussions and activities at grade level that are related to higher-order thinking skills according to the revised Bloom’s Taxonomy as below:</p> <p>Applying</p> <p>Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading. Student application of their knowledge will be demonstrated during the class activities, such as discussion, presentation, role-play, and problem-solving.</p>	

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Analyzing

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Evaluating

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Creating

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

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Unit 5: Our Future

Stage 1 - Desired Results	
<p>Established Goal(s):</p> <p>The focus of this unit is the writing of a 'for and against' the proposition essay. The oral presentation concerns talking about the future and making plans. It includes the discussion of environmental issues. Zero conditional, first conditional, future perfect and future continuous, present continuous, future time clauses, verbs followed by an infinitive, usage of modals 'will', 'may', 'might' ... to speculate and predict events and the usage of 'going to' are the main focus of grammar. Words related to computing and making, accepting and declining suggestions are the main vocabulary.</p>	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Blog is a short for weblog. • The activity of updating a blog is called blogging. • A person who keeps a blog is a blogger. • Broadband is a type of connection to the internet that allows you to receive or send a lot of information, including pictures, music and video, very quickly. • A wireless router is a machine which sends information to the appropriate part of a computer network. It allows you to receive an Internet connection without needing a cable. • To be the future means to be extremely important in the future. • The House of Commons is known as the lower house of British Parliament, but it is the most important. • The House of Lords is the upper house of the British parliament 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How are computers good for society? • In what ways can they be bad? • What does the future hold? • How worried are you about the future of our planet? • What practical everyday things do you do to help the environment? • How green do you consider yourself to be? – Very, quite, not very, not at all? • What type of job would you like to do in the future? • How can you reach your goal in life? • Will you make much money in that job? • Do you want to get married? • How do you think your country will change in the future? • How will the United States and the world order change in the future? • How do you think you will change in the future? • Do you think the future will be better or worse for your grandchildren?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • Computer terminology • Environmental issues • About the British political system 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Talk about computers and computing • Speculate about the future and make predictions • Understand and react to articles about politics and the environment • Use future perfect and future continuous in

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	talking about actions in the future and when they will happen <ul style="list-style-type: none"> • Understand and react to experts 'predictions for the future • Suggest and agree on plans for the weekend • Write an essay presenting one's opinion for and against a statement
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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher's discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.) • Discussion and presentation • Group project that involves research and report writing • Homework assignments 	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <p>In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.</p> <p>1. Individual/pair/small group activity</p> <p>Students practice and improve skimming for the general idea, looking for connections with a topic, grammar and vocabulary, identifying the sequence of events, understanding words from context, and inferring hidden meanings from the context.</p> <p>2. Discussion and presentation:</p> <p>Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.</p> <p>3. Critical Thinking Activities</p> <p>Students are involved in more challenging discussions and activities at grade level that are related to higher-</p>
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order thinking skills according to the revised Bloom's Taxonomy as below:

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Creating

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Unit 6: Telling Tales

Stage 1 - Desired Results

Established Goal(s):

Writing a formal letter and making a reservation are the main focus of this unit. The oral presentation focuses on how to decide who committed a crime, negotiation, making compromises and a TV interview role-play. Statement and question forms of reported speech, verbs with two objects, usage of ‘must have’, ‘might have’, ‘can’t have’, ‘say’ and ‘tell’ are the main focus of the grammar. Words related with house and garden are the main vocabulary.

Understanding(s):

Students will understand ...

- A basin is in the bathroom and a sink is in the kitchen.
- Lawn is countable whereas grass is uncountable
- ‘Strange phenomena’ means things that cannot be explained by science and reason and that seem to involve mysterious forces.

Essential Question(s):

- Can you name two pieces of furniture which you find in the bedroom?
- Can you name two things in or parts of a garden?
- What do you know about The Loch Ness Monster?
- What is a myth?
- Do you think that there is truth behind superstitions?
- What numbers are considered to be lucky and unlucky in your country?
- A four-leaf clover is often considered lucky. What are some other things which are considered lucky?
- What are some superstitions in the United States?
- What are some superstitions in your country?
- Has anybody ever witnessed a crime or an accident? Were you interviewed by the police?
- When you are negotiating, are you good at getting your own way or do you give in easily?
- When was the last time you acted in a play?
- Did you enjoy it? How did you feel? Do you like dressing up in costumes?

Knowledge:

Students will know ...

- How to narrate events
- How to talk about untrue stories
- The rules of reported speech
- Compound nouns

Skills:

Students will be able to...

- Make a reservation on the phone
- Report what other people have said.
- Talk about myths.
- Report questions that other people have asked.

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<ul style="list-style-type: none"> • The British jury system 	<ul style="list-style-type: none"> • Understand an account of a famous nineteenth century legal case. • Negotiate and compromise. • Talk about legal systems • Use intransitive phrasal verbs. • Write a letter for making a reservation
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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.) • Discussion and presentation • Group project that involves research and report writing • Homework assignments 	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <p>In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.</p> <p>1. Individual/pair/small group activity</p> <p>Students practice and improve skimming for the general idea, looking for connections with a topic, grammar and vocabulary, identifying the sequence of events, understanding words from context, and inferring hidden meanings from the context.</p> <p>2. Discussion and presentation:</p> <p>Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.</p> <p>3. Critical Thinking Activities</p> <p>Students are involved in more challenging discussions and activities at grade level that are related to higher-order thinking skills according to the revised Bloom’s Taxonomy as below:</p>

The Asian International School
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Applying

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Analyzing

Students can compare and contrast characters in a literary work, and analyze the similarities and differences out of them. Students do this not only within a reading but also across different readings.

Evaluating

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

Creating

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

The Asian International School
Unit Backward Design
English Language Arts, Pre-Intermediate, 2017-2018
Unit 7: True Love?

Stage 1 - Desired Results

Established Goal(s):

Writing an informal letter and replying to an invitation is the main focus of this unit. The oral presentation concerns how to tell the story of a relationship and make conversation. Comparative and superlative adjectives and adverbs, second conditional, question tags, usage of 'I wish', 'if only', 'I'd rather' and 'in', 'at' and 'on' with time expressions are the main grammar points. Words related with dating and relationships, time expressions and three-part phrasal verbs are the main vocabulary.

Understanding(s):

Students will understand that...

- Comparative and superlative adverbs are usually made with *more* and *most*.
- However, a few adverbs have comparative and superlative forms with *-er* and *-est*.
- *I wish* and *If only* are more or less synonymous but *If only* is less common and expresses a deeper sense of longing for something which is a remote possibility and would change everything. *I wish*, on the other hand, is a simple statement of desire.
- *I'd rather* is used more for possible choices.
- Social networking sites are places on the Internet where people meet in cyberspace to chat, socialize, debate and meet new friends.

Essential Question(s):

- Why do couples fall out?
- What is a good way of making up?
- Do you think a boy should ask a girl out or doesn't it matter who asks who out?
- How do people usually meet their future husbands/wives?
- Describe a perfect date?
- Describe the appearance of the person you would like to date?
- Do you know what it means to 'go Dutch'?
- If you could date a celebrity, who would you choose?
- What characteristics do you look for in a girlfriend or boyfriend?
- What do you consider cheating in a dating relationship?
- What do you like to talk about when on a date?
- What do you think most people talk about when dating?
- What kind of clothes do you wear on a date?
- What topics are poems often about?
- What's your favourite poem?
- How are poems different from prose?

Knowledge:

Students will know ...

- How to tell the story of a relationship
- How to make comparisons with adjectives, adverbs and clauses.
- The life of W B Yeats
- How to use second conditionals.

Skills:

Students will be able to...

- Talk about dating and relationship
- Listen for gist
- Make comparisons
- Understand a poem
- Talk about imaginary situations

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<ul style="list-style-type: none"> • The difference between <i>initiating</i> and <i>sustaining</i>. • How to use question tags. • The usage of prepositions of time. 	<ul style="list-style-type: none"> • Understand and react to a website article about internet relationships • Make conversation • Write an informal letter replying to an invitation
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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.) • Discussion and presentation • Group project that involves research and report writing • Homework assignments 	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <p>In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.</p> <p>1. Individual/pair/small group activity</p> <p>Students practice and improve skimming for the general idea, looking for connections with a topic, grammar and vocabulary, identifying the sequence of events, understanding words from context, and inferring hidden meanings from the context.</p> <p>2. Discussion and presentation:</p> <p>Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.</p> <p>3. Critical Thinking Activities</p> <p>Students are involved in more challenging discussions and activities at grade level that are related to higher-order thinking skills according to the revised Bloom’s Taxonomy as below:</p>

The Asian International School
Unit Backward Design
English Language Arts, Pre-Intermediate, 2017-2018

Applying

Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading. Student application of their knowledge will be demonstrated during the class activities, such as discussion, presentation, role-play, and problem-solving.

Analyzing

Students can compare and contrast characters in a literary work, and analyze the similarities and differences out of them. Students do this not only within a reading but also across different readings.

Evaluating

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

Creating

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

The Asian International School
Unit Backward Design
English Language Arts, Pre-Intermediate, 2017-2018
Unit 8: Travel

Stage 1 - Desired Results	
<p>Established Goal(s):</p> <p>Writing a post card is the main focus of this unit. The oral presentation concerns discussion of different modes of travel, planning an ideal holiday and exchanging information. Passive, indirect questions, introductory pronouns like ‘some-’, ‘any-’, ‘no-’ and introductory ‘it’ are the main grammar points. Words related with travel and transport, holidays, trips and excursions and tourism and travel are the main vocabulary.</p>	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • <i>From A to B</i> is an idiom which means from one place to another. • Passive sentences are mostly used when we are more interested in what happens than in who makes it happen, (the agent) • Eire was the official name for Ireland between 1937 and 1949. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What make and model is your ideal car? What colour would it be? • Have you ever been abroad? • Where would you like to go for your next holiday? • Where did you go on your last vacation? • Do you prefer to travel alone or in a group? Why? • Do you prefer to travel by train, bus, plane or ship? • Have you ever been in a difficult situation while traveling? • Have you ever been on an airplane? How many times? What airlines have you flown with? • Have you ever been to a foreign country? • Have you ever gotten lost while traveling? If so, tell about it. • Have you ever hitchhiked? If so, how many times? • Have you ever taken a package tour? • How much luggage do you usually carry?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • How to discuss about the topic “advantages and disadvantages of different means of transport” • How to make passive sentences. • The difference between dream of and dream about. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Talk about travel. • Identify and use different forms of the passive. • Comprehend a magazine article about changing holiday habits. • Use indefinite pronouns. • Understand a description of a holiday. • Ask for information politely. • Write a postcard about a disastrous holiday.

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Stage 2 - Assessment Evidence

Performance Task(s):

To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher's discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.

- Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)
- Discussion and presentation
- Group project that involves research and report writing
- Homework assignments

Other Evidence:

The following will also be observed, recorded, and considered for the final grade of students in each lesson activity

- Motivation
- Engagement
- Collaboration
- Communication pattern among peers and with the teacher
- Reactions
- Respect to others and different opinions

Stage 3 – Learning Plan

Learning Activities:

In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.

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2. Discussion and presentation:

Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.

3. Critical Thinking Activities

Students are involved in more challenging discussions and activities at grade level that are related to higher-order thinking skills according to the revised Bloom's Taxonomy as below:

Applying

Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading. Student application of their knowledge will be demonstrated during the class activities, such as discussion, presentation, role-play, and problem-solving.

Analyzing

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Students can compare and contrast characters in a literary work, and analyze the similarities and differences out of them. Students do this not only within a reading but also across different readings.

Evaluating

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

Creating

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

The Asian International School
Unit Backward Design
English Language Arts, Pre-Intermediate, 2017-2018
Unit 9: Spend, Spend, Spend!

Stage 1 - Desired Results

Established Goal(s):

Writing a formal letter asking for information is the main focus of this unit. The oral presentation concerns how to discuss advertising in schools and argue a case. Reflexive pronouns, third conditional, clauses expressing purpose and correct usage of 'have something done' are the main grammar points. Words related with money and payment, small and large numbers are the main vocabulary.

Understanding(s):
Students will understand that...

- Advertising is the activity and industry of advertising things to people. It is an uncountable noun.
- An advertisement is a notice, picture or film which advertises a product, service or job. It is a countable noun.
- *Everything I own* is a popular song written by Bread, a 1970s rock and roll band from California.

Essential Question(s):

- Are you good at saving money?
- How much do you usually spend each day?
- Are you a price conscious shopper?
- Do you compare prices at different stores when you shop?
- Do you enjoy shopping?
- What kind of things do you often shop for?
- Would you like to go on a camping holiday? Why/Why not?
- Do you ever buy second-hand things? ("used things")
- Do you ever give money to charity?
- How many ways can you think of to get very rich?
- Do you haggle when you shop ?
- What is something that you have bought recently that was a good bargain?
- Have you ever missed an important train, plane or other appointment because you got the time wrong?
- Do you judge people by their appearance?
- What is/would be your reaction to someone who
 - a. never irons their clothes.
 - b. has large tattoos
 - c. has a pierced eyebrow
 - d. has blue hair

Knowledge:
Students will know ...

- How to talk about unpleasant things that have happened to them
- The usage of reflexive pronouns

Skills:
Students will be able to...

- Talk about money and people's attitudes to it
- Use the structure 'have something done'
- Discuss opinions about advertising in schools

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<ul style="list-style-type: none"> • How to express doubts, give alternative suggestions, concede and refuse to concede in an argument. 	<ul style="list-style-type: none"> • Talk about an imaginary event in the past and its consequences • Understand a newspaper article • Argue a point • Write a formal letter to a company asking for information
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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.) • Discussion and presentation • Group project that involves research and report writing • Homework assignments 	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
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Stage 3 – Learning Plan

Learning Activities:

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Unit Backward Design
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Unit 10: Inspiration

Stage 1 - Desired Results

Established Goal(s):

Writing a discursive essay is the main focus of this unit. The oral presentation concerns how to talk about the arts, describe a picture, evaluate an experience, and how to discuss graffiti. Participle clauses, nominal subject clauses, determiners like ‘all’, ‘each’, ‘every’, ‘few’, ‘little’, etc. and the correct usage of ‘so’ and ‘such’ are the main grammar points. Words related with visual and performing art and artists and artistic activities are the main vocabulary.

Understanding(s):
Students will understand that...

- Determiners are words that come before nouns or at the beginning of noun clauses.
- Determiners help to show which or how many things are being talked about.
- Sadler’s Wells is a theatre in London best known for its ballet, contemporary dance and opera performances.

Essential Question(s):

- Do you like modern art?
- Are you a good painter?
- Can you draw pictures well?
- Do you like paintings?
- Do you like sketching?
- Do you like to visit art museums?
- Do you like wood carving?
- Do you believe what art critics say?
- Do you consider yourself a good artist?
- Do you enjoy your art class at school?
- What would life be like without art?
- Who are some famous artists in your country?
- What role do you think art plays in our lives?

Knowledge:
Students will know ...

- How to listen for gist
- About the Britart movement
- The difference between each and every.

Skills:
Students will be able to:

- Talk about different types of art
- Correctly use participle clauses
- Discuss works of art
- Use different determiners with nouns
- Understand and react to a magazine article
- Describe and give opinion of an event
- Write an essay discussing a theoretical issue

Stage 2 - Assessment Evidence

Performance Task(s):

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Other Evidence:

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The Asian International School
Unit Backward Design
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