

Schulinterner Lehrplan Englisch Sekundarstufe I (Kurzfassung) basierend auf dem Lehrwerk English Access G9 (Cornelsen)

Access 1

	Lerninhalte	Texte	Kompetenzen	Sprache
Here we go	<ul style="list-style-type: none"> etwas über sich erzählen andere fragen, wie sie heißen und wie alt sie sind über das eigene Klassenzimmer erzählen 	<p>Songs <i>Silky's song</i> (S.11)</p> <p>Rhyme <i>The days of the week</i> (S. 13)</p>		<p>Wortschatz <i>sights of Plymouth, days of the week, animals, colours, numbers</i></p>
Unit 1: The first day at school	<ul style="list-style-type: none"> über die eigene Klasse sprechen Unterschiede zwischen einer englischen und einer deutschen Schule erkennen und benennen persönliche Informationen austauschen nach der Uhrzeit fragen und die Zeit sagen 	<p>Songs <i>Morph's song</i> (S.19) <i>The alphabet song</i> (S. 37)</p> <p>Background file <i>School uniforms</i> (S. 21)</p> <p>Text Comic-Geschichte <i>Chaos at the corner shop</i> (S. 38)</p>	<p>MyBook Steckbriefe (S.19), Mini-Poster: <i>My profile</i> (S. 24), Stundenplan (S. 30), Brief (S. 36)</p> <p>Hör-/Sehverstehen <i>The Plymstock School Discovery Quiz</i> (5.33)</p> <p>Methoden- und Medienkompetenz <i>Learning vocabulary</i> (S. 27) <i>Book rally</i> (S.118)</p>	<p>Wortschatz <i>school, the time, the months of the year, numbers, the alphabet</i></p> <p>Strukturen <i>be;</i> Pronomen (<i>I, you, he, she, it, we, you, they</i>); Imperativ; <i>there is/are; can/can't</i>, Artikel (<i>the, a/an</i>)</p> <p>Everyday English <i>Classroom English</i> (S. 33)</p> <p>Spelling course <i>The alphabet song</i>, Buchstabieren, Kurzformen mit Apostroph (S. 37)</p>
Unit 2: Homes and families	<ul style="list-style-type: none"> um Erlaubnis bitten nach Informationen fragen einen Tagesablauf beschreiben sagen, was einem gefällt und was nicht Vorschläge machen über Mahlzeiten sprechen <p>Your task (Lernaufgabe)</p>	<p>Song <i>Our house</i> (S. 53)</p> <p>Background file <i>Cream tea</i> (S. 53)</p> <p>Text <i>Saturday in Plymouth</i> (S. 58)</p>	<p>MyBook Bild beschriften (S. 40), Familienstammbaum (S.51)</p> <p>Hör-/Sehverstehen <i>My house, your house</i> (S.57)</p> <p>Methoden- und Medienkompetenz <i>Learning words with mind maps</i> (S.46)</p>	<p>Wortschatz <i>the house, families, food and drink</i></p> <p>Strukturen <i>simple present</i>: bejahte und verneinte Aussagesätze, 3. Pers. Singular (-5); Possessivbegleiter (<i>my, your, his, her, its, our, your, their</i>); Genitiv ('5/5)</p> <p>Everyday English</p>

	<i>A tour of my home</i> (S. 60)			<i>Time for lunch</i> (S. 57) Spelling course [u] gesprochen und geschrieben, [i:] gesprochen und geschrieben
Unit 3: Clubs and hobbies	<ul style="list-style-type: none"> über AGs (school clubs) reden über Hobbys, Sportarten und Freizeitaktivitäten sprechen um Erlaubnis fragen sagen, wie oft man etwas tut <p>Your task (Lernaufgabe) <i>What can we do this week?</i> (S.82)</p>	<p>Background file <i>Old Plymouth - the Barbican</i> (S. 77)</p> <p>Text <i>The captain's ghost</i> (S. 80)</p>	<p>MyBook <i>Steckbriefe fortführen</i> (S. 66)</p> <p>Hör-/Sehverstehen <i>Plymstock school clubs</i> (S. 71)</p> <p>Methoden- und Medienkompetenz Collecting information (S. 70) Giving a one-minute talk (S. 70)</p>	<p>Wortschatz <i>sports and hobbies, go/play/do</i></p> <p>Strukturen <i>simple present</i>: Fragen und Kurzantworten; Wortstellung der Häufigkeitsadverbien</p> <p>Everyday English <i>How can we join the club?</i> (S. 71)</p> <p>Spelling course [ə:] gesprochen und geschrieben, Groß- und Kleinschreibung (S. 79)</p>
Unit 4: Plymouth - a city by the sea	<ul style="list-style-type: none"> sagen, was man gerne tun würde und das auch begründen sagen, was man sehen, hören, fühlen kann Bilder beschreiben Personen beschreiben <p>Your task (Lernaufgabe) <i>Let's go to Plymouth</i> (S. 106)</p>	<p>Song <i>Octopus's garden</i> (S.85)</p> <p>Background file <i>The aquarium in Plymouth</i> (S.93)</p> <p>Text Theaterstück <i>The pepper smugglers</i> (S.104)</p>	<p>MyBook <i>Summer holidays in Plymouth</i> (S. 106)</p> <p>Hör-/Sehverstehen <i>A ferry trip to Cawsand</i> (S.91)</p> <p>Methoden- und Medienkompetenz Medienprodukt planen und gestalten <i>Preparing and giving a mini-talk</i> (S.100)</p>	<p>Wortschatz <i>the seaside, marine life, adjectives</i></p> <p>Strukturen <i>present progressive</i>: bejahte und verneinte Aussagesätze, Fragen; Wortstellung (S-V-O)</p> <p>Everyday English <i>Making plans</i> (S.91)</p> <p>Spelling course [deə] <i>their/there/they're</i>, ein Buchstabe - verschiedene Laute (S.103)</p>

Access 2

	Lerninhalte	Texte	Kompetenzen	Sprache
Unit 1: In the summer holidays	<ul style="list-style-type: none"> • über die Ferien sprechen • über eine Reise sprechen • telefonieren • neue Nachbarn kennenlernen <p>Your task (Lernaufgabe) Make a brochure about good places for a holiday in Germany. (S. 30)</p>	<p>Song <i>Song for Weston-super-Mare</i> (S. 10)</p> <p>Background file Boarding schools (S.23)</p> <p>Text <i>My USA log book</i> (5.28)</p>	<p>Methoden- und Medienkompetenz Putting a page together (S.13) Making notes with a crib sheet (S. 26)</p> <p>MyBook Make a crib sheet about your holidays. (S. 26)</p> <p>Hör-/Sehverstehen <i>A day at the Eden project</i> (S. 27)</p> <p>Reading course Understanding new words (S. 17)</p>	<p>Wortschatz <i>holidays, the weather, getting in touch</i></p> <p>Strukturen <i>simple past:</i></p> <ul style="list-style-type: none"> • <i>(to) be</i> • <i>positive statements</i> • <i>questions, negative statements</i> <p>Everyday English Where's my mobile? (S. 27)</p>
Unit 2: A school day	<ul style="list-style-type: none"> • Schulalltag in Großbritannien • Berge und Flüsse Großbritanniens • über Pläne und Vorhaben sprechen • über Musik, Filme und Theateraufführungen sprechen <p>Your task (Lernaufgabe) Write a short article about music for a class magazine. (S. 50)</p>	<p>Background file British pop music - old and new (5.41)</p> <p>Text <i>Disco night</i> (S. 48)</p>	<p>Methoden- und Medienkompetenz A vocabulary picture poster (S. 46)</p> <p>MyBook Writing a conversation (S. 49)</p> <p>Hör-/Sehverstehen <i>Plymkids</i> (S.47)</p> <p>Reading course Reading aloud (S. 39)</p>	<p>Wortschatz <i>school, the natural world, stage and film</i></p> <p>Strukturen <i>going to-future</i> <i>comparison of adjectives</i> <i>possessive pronouns</i></p> <p>Everyday English At the cinema (S. 47)</p>

Unit 3: Out and about	<ul style="list-style-type: none"> • Stadtpläne lesen • sich in einer Stadt orientieren • einkaufen: Dinge und Mengen benennen • einkaufen: über Preise sprechen <p>Your task (Lernaufgabe) Put together a rally around your town or area for a visitor from Britain. (S. 68)</p>	<p>Background file British money (S. 54)</p> <p>Song <i>Money</i> (S. 58)</p> <p>Text <i>Master Wu and the magic book</i> (S. 66)</p>	<p>Methoden- und Medienkompetenz Study posters (S. 62)</p> <p>Hör-/Sehverstehen <i>A German tourist in Plymouth</i> (S.63)</p> <p>MyBook Tell a story with pictures or text. (S. 67)</p> <p>Reading course Scanning a text (S. 59)</p>	<p>Wortschatz <i>public buildings; giving directions shopping, buying food describing things/people/actions</i></p> <p>Strukturen <i>relative clauses adverbs of manner subject/object questions</i></p> <p>Everyday English The way to Peter's house (5. 63)</p>
Unit 4: On Dartmoor	<ul style="list-style-type: none"> • englische Landschaft kennenlernen • Bilder und Fotos beschreiben • Über Erlebnisse sprechen <p>Your task (Lernaufgabe) Write a poem about a place in the countryside. (S. 88)</p>	<p>Background file Dartmoor ponies (S. 74)</p> <p>Text <i>A tulip garden</i> (S. 86)</p>	<p>Hör-/Sehverstehen <i>Letterboxing</i> (S. 81)</p> <p>MyBook Write a dialogue for a film scene. (S. 81)</p> <p>Methoden Describing a picture (S. 85)</p> <p>Reading course Marking up a text (S. 80)</p>	<p>Wortschatz <i>the countryside</i></p> <p>Strukturen <i>present perfect some/any and their compounds</i></p> <p>Everyday English At the information centre (S. 81)</p>
Unit 5: Celebrate!	<ul style="list-style-type: none"> • Über Feiertage und Feste sprechen • Bräuche in Großbritannien • Voraussagen machen • Zungenbrecher <p>Your task (Lernaufgabe) Plan a class party with a British theme. (S. 110)</p>	<p>Background file Britain's favourite dishes (S. 98)</p> <p>Text <i>A day to celebrate</i> (S. 108)</p>	<p>Methoden- und Medienkompetenz Presenting a photo Peer feedback (S. 107)</p> <p>Hör-/Sehverstehen <i>The sea show</i> (S. 101)</p> <p>MyBook</p>	<p>Wortschatz <i>celebrations, food, clothes</i></p> <p>Strukturen <i>will-future modal verbs Conditional sentences 1</i></p> <p>Everyday English</p>

			Write about Lord Mayor's Day. (S. 108) Reading course Taking notes (S. 95)	Can I go to the concert, please? (S. 101)
--	--	--	---	---

Access 3

	You learn about ...	Texts...	Skills and media competence	Language
Unit 1: This is London	<ul style="list-style-type: none"> Talking about holidays Reading a street map Reading a Tube map Helping British tourists in Germany Cricket <p>Access to cultures Small talk (p. 17)</p>	<p>A Up on the roof B London attractions C Too young to watch cricket?</p> <p>Background files London for free (p. 29) Black history in the UK (p. 30) The Notting Hill Carnival (p. 31)</p> <p>Text The Notting Hill Carnival Parade (p. 32)</p>	<p>Writing course Good sentences (p. 20)</p> <p>Study skills Giving feedback (p. 21)</p> <p>MyBook Final draft of a text (p. 21)</p> <p>Viewing A bus tour of London (p. 28)</p> <p>Online research Find free attractions in London. (p. 29)</p>	<p>Vocabulary holidays, cities, sights and attractions</p> <p>Everyday English Small talk (p. 17)</p> <p>Grammar simple present / simple past (Revision) question tags present progressive (Revision) past progressive</p> <p>Pronunciation stressing English words (p. 14) intonation in question tags (p. 16)</p>
Unit 2: Welcome to Snowdonia	<ul style="list-style-type: none"> Moving to a new area Living in a small town Going on a class trip Volunteer work <p>Access to cultures Similar words (p. 43)</p> <p>Your task (Lernaufgabe) Imagine you're moving to Wales. Write about how your life would change. (p. 55)</p>	<p>A Everything is wrong B Climbing Mount Snowdon C The long walk back</p> <p>Background file Wales (p. 39) Video: Facts about Wales (p. 39)</p> <p>Text Snowdonia at night (p. 52)</p>	<p>Online research Compare your region with Wales (p.39)</p> <p>Writing course Paragraphs and topic sentences (p. 46)</p> <p>MyBook A text about a walk (p. 46) A text about moving to Wales (p. 55)</p> <p>Viewing Adam's video blog (p. 47)</p> <p>Study skills</p>	<p>Vocabulary jobs, the countryside</p> <p>Grammar <i>will</i>-future, conditional 1 (Revision) conditional 2 prop-word <i>one</i></p> <p>Everyday English <i>well, actually, anyway</i> (p. 50)</p> <p>Pronunciation stressing the right syllable (p. 40)</p>

			Using an English-German dictionary (p. 49)	
Unit 3: A weekend in Liverpool	<ul style="list-style-type: none"> • Exploring a city • Photographing other people in public • At a football stadium • Football on the radio • Sport <p>Your task (Lernaufgabe) Write about the person behind the name of a street or building near your home. (p. 80)</p>	<p>A An argument B Two Liverpool girls C A fight about photos D The match at Anfield</p> <p>Background files The Beatles (p. 62) Liverpool (p. 67)</p> <p>Song You'll never walk alone (p. 73)</p> <p>Text A Liverpool hero (p. 78)</p>	<p>Online research A profile of a Beatle (p. 62)</p> <p>My Book A profile of a Beatle (p. 62) My favourite band or sports team (p. 63) The story behind a place name (p. 80)</p> <p>Writing course Structuring a text (p. 63)</p> <p>Study skills Structuring topic vocabulary (p. 75)</p> <p>Viewing A feature film (p. 77)</p>	<p>Vocabulary sport and free time</p> <p>Grammar relative clauses (Revision); contact clauses the present perfect with for and since the present perfect progressive clauses of reason and result</p> <p>Pronunciation the linking r (p. 74)</p> <p>Everyday English Planning a trip (p. 76)</p>
Unit 4: My trip to Ireland	<ul style="list-style-type: none"> • Legends • Natural wonders • Personal feelings <p>Access to cultures The Irish language (p. 95) Accents (p. 99)</p> <p>Your task (Lernaufgabe) In a team, make a brochure with practical tips for Irish students who want to visit Germany. (p. 104)</p>	<p>A Strange stones and giants B Texting from Dublin C A late night chat Ashling's diary</p> <p>Background files Northern Ireland (p. 87) The Republic of Ireland (p. 94)</p> <p>Text The horse ride (p. 102)</p>	<p>Writing course Using time markers in a story (p. 89)</p> <p>MyBook Write a short story (p. 89)</p> <p>Viewing Yu Ming is ainm dom (p. 95)</p> <p>Online research Facts about Ireland (p. 94)</p> <p>Study skills Teamwork (p. 101)</p>	<p>Vocabulary travel between different countries</p> <p>Grammar modals (Revision) modal substitutes simple past (Revision) past perfect</p> <p>Everyday English Reacting when you don't understand.</p>

<p>Unit 5: Edinburgh and the Highlands</p>	<ul style="list-style-type: none"> • Unusual hobbies • Edinburgh Castle • The Edinburgh Festival • Scottish traditions <p>Your task (Lernaufgabe) Give a presentation about a musical instrument. (p. 123)</p>	<p>A A surprise for Chloe B The bagpiper</p> <p>Background file About Scotland (p. 118)</p> <p>Text Missing (p. 120)</p>	<p>Viewing Escape to ... Scotland (p. 111)</p> <p>Writing course The elements of writing (p. 117)</p> <p>MyBook Write about a musical event. (S. 117) Completing the story (p. 122)</p> <p>Online research A place in Scotland (p. 118)</p> <p>Study skills Giving a presentation (p. 119)</p>	<p>Vocabulary music and entertainment</p> <p>Grammar reflexive pronouns / each other the passive</p>
---	---	--	---	--

Access 4

	You learn about...	Texts	Skills	Language
Arrival USA	<ul style="list-style-type: none"> • Key facts USA • Differences between America and Germany 		Working with explainer videos Collecting and processing information about the United States (p.10)	
Unit 1: New York	<ul style="list-style-type: none"> • Neighbourhoods • Multicultural NYC • Immigration • Sights of NYC • Talking about likes, dislikes, interests and skills • Describing people and places 	A Twenty Years 9/11 The towers and the pools B Weird moments at Washington Square Park C Take a Walk on New York's Highline Background file Stories of Manhattan neighborhoods (p. 22) Text <i>Putting Makeup on the Fat Boy</i> (excerpt from a novel, p. 32)	Viewing New York sights People and places Hanging out in Brooklyn (p. 14) Mediation course Key information (p. 18) Using digital tools Presenting information about a city (p. 23) Study skills Writing a summary of an article (p. 30) MyBook Write a dialogue or a picture story (p. 35)	Access to words American English / British English (p. 20) Grammar The gerund as subject / object The gerund after prepositions Gerund or infinitive after certain verbs Adverbial clauses (place, comparison) Pronunciation British and American English (p. 21)
Unit 2: New Orleans	<ul style="list-style-type: none"> • Music • Thanksgiving • Hurricane Katrina • Cajun food • History: Slavery and civil rights • Making suggestions <p>Your task (Lernaufgabe)</p>	A A chat and a shock post B Grandma Betty's memory box Civil Rights C The guest Background file	Access to cultures Gator and gumbo (p. 41), Alligator hunting in Louisiana (p. 52) Mediation course Relevant information (p. 43) Using digital tools Making a history timeline (p. 22)	Access to words Talking about food and cooking (p. 42) Grammar Conditional 1 (Revision) Conditional 2 (Revision) Conditional 3 Adverbs of degree

	<p>Give a talk about objects that are important to you and/or your family. (p. 60)</p>	<p>African Americans: From the age of slavery to the present (p. 50)</p> <p>Text Melba Pattillo and the Little Rock Nine (excerpt from an autobiography, p. 56)</p>	<p>Study skills Skimming a text (p. 53)</p> <p>Viewing A musician in New Orleans (p. 55)</p> <p>MyBook Write a letter or an interview (p. 59)</p>	<p>Pronunciation Word flow (p. 48)</p>
<p>Unit 3: California</p>	<ul style="list-style-type: none"> • National parks and environmental issues • Volunteering • Entertainment, film, TV • History: American expansion in California • Saying the right thing • Talking about arrangements <p>Your task (Lernaufgabe) Write a report about something exciting that happened in your area. (p. 86)</p>	<p>A At the marine reserve B At the Starview Hotel, L.A. Mr. Miller's interview with Brandon C Celebrities and paparazzi, Wildfire</p> <p>Background file The Spanish missions and the Gold Rush A magnet for millions (pp. 76-77)</p> <p>Text A future without water? (excerpt from the novel Dry, p. 84)</p>	<p>Access to cultures Being polite (p. 67)</p> <p>Mediation course Cultural differences 1 (p. 69)</p> <p>Viewing A state with many faces (p. 70)</p> <p>Study skills Make an outline for a report (p. 83)</p> <p>MyBook Write a report (p. 87)</p> <p>Using digital tools Sharing and commenting on classwork</p>	<p>Access to words Adjectives: synonyms and antonyms (p. 82)</p> <p>Grammar <i>will-</i> and <i>going to-</i>future (Revision); <i>will</i> for spontaneous decisions, <i>present progressive for the future</i> Defining and non-defining relative clauses</p>

<p>Unit 4: South Dakota</p>	<ul style="list-style-type: none"> • School life, school system • First love • Smalltown life • Native Americans • Reporting a conversation <p>Your task (Lernaufgabe) Present yourself to a class at a school in South Dakota. (p. 111)</p>	<p>A A date with Kaya B Tension below the surface Kaya reports C Mount Rushmore: For and against Bad news for Drew</p> <p>Background file The Lakota The Dakotas (p. 96)</p> <p>Text <i>The Absolutely True Diary of a Part-Time Indian</i> (excerpt from a novel, p. 108)</p>	<p>Mediation course Cultural differences 2 (p. 92)</p> <p>MyBook Write about a local monument (p. 102)</p> <p>Study skills Using a German-English dictionary (p. 106)</p> <p>Viewing Bloodlines (p. 107)</p> <p>US Using digital tools Making a slide show</p>	<p>Access to words Word building (suffixes -ful and -less) (p. 105)</p> <p>Grammar Present and past tenses: simple and progressive (Revision) State and activity verbs Indirect speech The definite article</p>
--	--	---	---	---

Access 5

	You learn about...	Texts	Skills	Language
Unit 1 Australia – country and continent	<ul style="list-style-type: none"> • Australia's landscape and climate • Sydney attractions • A German student's impressions of Australia • High schools in Australia • Australian animals • Describing country and town • Aboriginal people and culture • European colonization of Australia • reasons for a six-month exchange visit to Far North Queensland 	<p>A. On the way to Sydney Leon's testimonial</p> <p>B. Far North Queensland (FNQ)</p> <p>C. A young Aboriginal person's story Australia debates racism</p> <p>Background file High schools in Australia The Aboriginal people and European colonization</p> <p>Text Coast to coast (excerpt from a novel)</p>	<p>Study skills Argumentative writing</p> <p>Writing a comment to post on Emily's blog</p> <p>Speaking course Agreeing and disagreeing with people's opinions</p> <p>Viewing Double Trouble: A television series</p> <p>Using digital tools Finding photos on the internet</p>	<p>Pronunciation Australian English</p> <p>Thinking about language Intonation</p> <p>Grammar Simple present or present progressive (Revision) Simple past or past progressive (Revision) Relative clauses (Revision) Participle clauses Participle clauses instead of relative clauses</p> <p>Words Country and town</p>
Unit 2 The Northeast of England	<ul style="list-style-type: none"> • Region, industry, economy • Newcastle, Durham • Social media and privacy • Describing relationships and feelings • Advertising on the internet • making a short video about yourself 	<p>A. At Durham University At Durham City</p> <p>B. Call yourself a friend? Am I the baddie?</p> <p>C. Is technology changing our relationships?</p> <p>Background file The Northeast of England</p>	<p>Access to cultures Informal language How to sound friendly</p> <p>Using digital tools Phrases to use for technical problems during an online talk Doing internet research Setting up a class website</p> <p>Writing Write a text about a relationship.</p>	<p>Words Country and town Pronunciation Intonation</p> <p>Grammar Simple past or present perfect (Revision) Simple past or past perfect (Revision) used to and would can, could, must (be), shall, would (Revision) should, ought to may, might</p> <p>Words</p>

			<p>Viewing The Ball</p> <p>Study skills Talking about statistics</p> <p>Speaking course Having a discussion</p>	Relationships and feelings
<p>Unit 3 The Southwest of the USA</p>	<ul style="list-style-type: none"> Region, landscape, climate, people Life in Santa Fe Going to school in the USA and in the UK Describing a person's character Monument Valley Student jobs in the USA English language CVs Formal letters Writing an application Job interviews preparing a job application and do an interview for a volunteer summer job abroad 	<p>A. Settling into life in Santa Fe Going to school in the USA and in the UK</p> <p>B. Jason and José</p> <p>C. An English language CV or résumé, job adverts, a formal letter</p> <p>Background file The Southwest of the USA</p>	<p>Study skills Internet research</p> <p>Viewing A tour guide in Monument Valley</p> <p>Access to cultures Student jobs in the USA</p> <p>Using digital tools Looking up words</p> <p>Speaking course A job interview</p>	<p>Words Character and emotions</p> <p>Grammar Passive Passive of verbs with two objects (Revision) Gerund or infinitive (Revision) Infinitive constructions</p> <p>Pronunciation Different words sound the same</p> <p>Thinking about language Polite language in the workplace</p>
<p>Unit 4 New Zealand</p>	<ul style="list-style-type: none"> Landscape, climate, cities, economy, people Farm life, animals Australia and New Zealand The Māori of Aotearoa Languages in New Zealand English as a global language 	<p>A. Tilly's farm New Zealand: Its economy</p> <p>B. The Māori of Aotearoa / New Zealand, An interview</p> <p>C. English as a global language</p> <p>Background file Down Under: Australia and New Zealand</p>	<p>Using digital tools Write a narrator's script for a film</p> <p>Access to cultures Language in New Zealand What not to do in New Zealand</p> <p>Study skills Internet research</p>	<p>Words Social and political involvement Travel vocabulary</p> <p>Grammar Predictions with will, might, going to-future (Revision) Present progressive and going to-future (Revision) Future progressive; future perfect Defining/non-defining relative clauses;</p>

			<p>Working with grammar resources Writing a speech</p> <p>Speaking course Giving a presentation</p>	<p>contact clauses; relative clauses to comment</p> <p>Thinking about language Translation</p>
--	--	--	--	---

Access 6

	You learn about...	Texts	Skills	Language
Unit 1 Who are you?	<ul style="list-style-type: none"> • Photo and image • Identity in poetry • Imagery in literature • Gender and history • Cultural and genetic identity • Technology and privacy 	fiction and non-fiction, e.g. poems, opinion pieces	Study skills Improving your electronic texts Access to cultures Flags and identity Viewing Advertisement: The DNA journey Making the film: Influencing an audience Listening course Connected speech: weak pronunciation Writing an opinion piece	Words talking about identity adverb and adjective collocations Grammar the simple present (revision); the simple past (revision); modal verbs (revision); the passive (progressive); adverbial clauses Pronunciation Weak pronunciation in normal speech
Unit 2 – What makes a community?	<ul style="list-style-type: none"> • The characteristics of communities • Everyday life in an Amazon community • Behavioural differences • How music connects • Collective protest • Social and political involvement • 	various, e.g. extract from a novel, review, blog, non-fictional texts Background file Political systems in the USA and the UK	Viewing Documentary: Joe's violin Making the film: Elements of a documentary Listening course Understanding different accents Writing	Words Refining your presentation techniques Grammar indirect speech (revision); participle clauses (revision); emphatic structures;

			<p>a book review</p> <p>Study skills Analysing a text</p>	<p>the gerund after prepositions</p> <p>Pronunciation Accent variation</p>
<p>Unit 3 – How is the world changing?</p>	<ul style="list-style-type: none"> • Technology and change • About AI • Our future without bees • Native American traditions in a changing world • Imagining the future 	<p>various, e.g. articles</p>	<p>Writing a feature article</p> <p>Using digital tools Doing internet research</p> <p>Viewing News clip</p> <p>Listening course Dealing with listening tasks</p> <p>Study skills Analysing a text Preparing for a panel discussion</p>	<p>Words information and communication technology collocations</p> <p>Grammar the definite article (revision); the sequence of adverbials (revision); defining and non-defining relative clauses (revision); relative clauses to comment</p>