

Are you judging this book by the cover? Jr.3 2016 Spring Curriculum

| W e e k 1 | Unit / Page | Goals | Language | Structure | Vocabulary |
|-----------------------|--|---|---|--|---|
| | Chinese New year. Pre book- class orientation | Class orientation Introduce new vocabulary. Discuss Chinese New Year. Lucky Money. Introduce course book. | Where did you go? With who? Did you get a fat, medium or thin red envelope? | Questions using Did + present tense verb. Wh. questions | Envelope Fat Thin Medium Lucky money Saved Bank Rest Percent Fractions |
| | Methodology | | Teacher/ Class Topic brain -storming | Class listening. Pair work Class Question and Answer discussion Role-play | Pictionary Vocab repetition |
| | Notes and Supplementary materials | Chinese New Year & Lucky Money Survey | | | |
| | Homework | Revue key vocabulary | | | |
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| W e e k 2 | Unit / Page | Goals | Language | Structure | Vocabulary |
|-----------------------|-----------------------------------|--|---|--|---|
| | Chinese New year. | Discuss Chinese New Year. Lucky Money. Introduce course book | Where did you go? With who? Did you get a fat, medium or thin red envelope? | Questions using Did + present tense verb. Wh. questions | Envelope Fat Thin Medium Lucky money Saved Bank Rest Percent Fractions |
| | Methodology | | Teacher/ Class Topic brain -storming | Class listening. Pair work Class Question and Answer discussion Role-play | Pictionary Vocab repetition |
| | Notes and Supplementary materials | Chinese New Year & Lucky Money Survey | | | |
| | Homework | Get students to pre read unit 12 and check any words that they don't understand in a dictionary for homework and write the Chinese next to them. Have students find names of the richest people in the world | | | |
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| W e e k 3 | Unit / Page | Goals | Language | Structure | Vocabulary |
|-----------------------|-----------------------------------|---|--|--|--|
| | Unit 8 | Introduce new vocabulary. Discuss lifestyle choices and the positive and negative effects of being wealthy | What would your lifestyle be like if you were a millionaire? What did you think a millionaire's lifestyle was like? What do you do with your own money? What are some positive and negative effects of being a millionaire? | Wh - questions for discussion Conversation using the idiom –high off the hog | millionaire lifestyle luxury profile mansion invest brainwashed media wealth .designer typical dull |
| | Methodology | | Teacher/ Class Topic brain -storming | Class listening. Pair work Class Question and Answer discussion Role-play | Pictionary Vocab repetition |
| | Notes and Supplementary materials | | | | |
| | Homework | Revue key vocabulary for next class | | | |
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| W e e k 4 | Unit / Page | Goals | Language | Structure | Vocabulary |
|-----------------------|-----------------------------------|---|--|--|--|
| | Unit 8 | Discuss lifestyle choices and the positive and negative effects of being wealthy | What would your lifestyle be like if you were a millionaire? What did you think a millionaire's lifestyle was like? What do you do with your own money? What are some positive and negative effects of being a millionaire? | Wh - questions for discussion Conversation using the idiom –high off the hog | millionaire .lifestyle .luxury profile mansion invest brainwashed media wealth .designer typical dull |
| | Methodology | | Teacher/ Class Topic brain -storming | Class listening. Pair work Class Question and Answer discussion Role-play | Pictionary Vocab repetition |
| | Notes and Supplementary materials | | | | |
| | Homework | Get students to pre read unit 9 and check any words that they don't understand for homework and write the Chinese next to them. Have students bring in a picture of an idol or someone they admire. | | | |
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| W e e k 5 | Unit / Page | Goals | Language | Structure | Vocabulary |
|-----------------------|--|---|---|---|---|
| | Unit 9 The 10,000 Hour rule | Introduce new vocabulary. Discuss how to be successful at something, role models and idols | What would you like to master? How much did your hero or someone you admire become the best? How much have you already practiced something you are passionate about? If you started practicing now how long do you think it would take you to become a master? | Wh ,How, and conditional questions for discussion Conversation using the idiom – <i>the ball is in your court</i> | effortlessly genius intelligence master myth passion require talent successful routine |
| | Methodology | | Teacher/ Class Topic brain -storming | Class listening. Pair work Class Question and Answer discussion Role-play | Pictionary Vocab repetition |
| | Notes and Supplementary materials | | Pictures of student's idols | | |
| | Homework | Revue key vocabulary for next class | | | |
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| | Unit 9 Pre reading- Talk briefly about the picture and what Bill Gates is successful at doing and any pictures students bought in | | | | |

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| W e e k 6 | Unit / Page | Goals | Language | Structure | Vocabulary |
|-----------------------|-----------------------------------|--|---|---|---|
| | Unit 9 The 10,000 Hour rule | Discuss how to be successful at something, role models and idols | What would you like to master? How much did your hero or someone you admire become the best? How much have you already practiced something you are passionate about? If you started practicing now how long do you think it would take you to become a master? | Wh ,How, and conditional questions for discussion Conversation using the idiom – <i>the ball is in your court</i> | effortlessly genius intelligence master myth passion require talent successful routine |
| | Methodology | | Teacher/ Class Topic brain -storming | Class listening. Pair work Class Question and Answer discussion Role-play | Pictionary Vocab repetition |
| | Notes and Supplementary materials | | Pictures of student's idols | | |
| | Homework | Get students to pre read unit 10 and check any words that they don't understand in their dictionary for homework and write the Chinese next to them. Have students find pollution indexes from newspapers or the internet to bring in for the next class | | | |
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| W e e k 7 | | Goals | Language | Structure | Vocabulary |
|-----------------------|-----------------------------------|---|--|--|---|
| | Unit 10 The invisible killer | Introduce new vocabulary. Discuss pollution and its effect on our health and planet and how we can reduce it | Is a major part of acid rain. Adds to the "greenhouse effect." Causes serious burns. Speeds rusting of many metals. found in cancerous tumors Found in many rivers, lakes and oceans. Is used in nuclear power plants. used in pesticides causes billions of dollars of damage | discussion using facts to come to an opinion and solution of a problem Conversation using the idiom – wash your hands of something or somebody | petition ban chemical solid acid tumor greenhouse effect nuclear power plants pesticide contamination |
| | Methodology | | Teacher/ Class Topic brain –storming facts | Class listening. Pair work Class discussion Signing a petition Role-play | Pictionary Vocab repetition |
| | Notes and Supplementary materials | | Pollution indexes | | |
| | Homework | Revue key vocabulary for next class. | | | |

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| W e e k 8 | | Goals | Language | Structure | Vocabulary |
|-----------------------|-----------------------------------|--|--|--|---|
| | Unit 10 The invisible killer | Discuss pollution and its effect on our health and planet and how we can reduce it | Is a major part of acid rain. Adds to the "greenhouse effect." Causes serious burns. Speeds rusting of many metals. found in cancerous tumors Found in many rivers, lakes and oceans. Is used in nuclear power plants. used in pesticides causes billions of dollars of damage | discussion using facts to come to an opinion and solution of a problem Conversation using the idiom – wash your hands of something or somebody | petition ban chemical solid acid tumor greenhouse effect nuclear power plants pesticide contamination |
| | Methodology | | Teacher/ Class Topic brain –storming facts | Class listening. Pair work Class discussion Signing a petition Role-play | Pictionary Vocab repetition |
| | Notes and Supplementary materials | | Pollution indexes | | |
| | Homework | | | | |

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| W e e k 9 | Unit / Page | Goals | Language | Structure | Vocabulary |
|-----------------------|-----------------------------------|---|--------------|--|--------------|
| | Test | Written Review and enforcement Assessment of students progress | Unit 8 to 10 | Unit 8 to 10 structures Multiple choice questions | Unit 8 to 10 |
| | Methodology | | | Student reading and listening | |
| | Notes and Supplementary materials | | | | |
| | Homework | Practice oral presentations for test. | | | |
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| W e e k 10 | Unit / Page | Goals | Language | Structure | Vocabulary |
|------------------------|---|---|--------------|---|--------------|
| | Test | Oral and Aural Review and enforcement Assessment of students progress | Unit 8 to 10 | Unit 8 to 10 Oral presentations Multiple choice listening questions. | Unit 8 to 10 |
| | Methodology | | | Student reading and listening | |
| | Notes and Supplementary materials | | | | |
| | Homework | Get students to pre read unit 11 and check any words that they don't understand for homework and write the Chinese next to them. Have students bring in a picture of an idol or someone they admire | | | |
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|------------------------|--|--|---|--|---|
| | Unit 11 Pre reading- Discuss picture on first page | | | | |
| W e e k 11 | Unit / Page | Goals | Language | Structure | Vocabulary |
| | Unit 11 No one getting out of here alive | Review test results. Introduce new vocabulary. Discuss fears ,mortality Heaven and Hell | What's the closest you have been to death? What would be the worst way to die? What happens to you after you die? | Wh - questions for discussion Statistics for discussion Conversation using the idiom - bite the dust | ironic flight statistical eventually catch up on heart disease stroke <i>Carpe diem</i> disease . attractive figure out |
| | Methodology | | Teacher/ Class Topic brain –storming | Class listening. Pair work Class Question and Answer discussion Role-play | Pictionary Vocab repetition |
| | Notes and Supplementary materials | | Cosplay pictures Cultural pictures | | |
| | Homework | Revue new vocabulary | | | |

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|------------------------|--|--|---|--|---|
| | Unit 11 Pre reading- Discuss picture on first page | | | | |
| W e e k 12 | Unit / Page | Goals | Language | Structure | Vocabulary |
| | Unit 11 No one getting out of here alive | Continue vocab introduction Discuss fears ,mortality Heaven and Hell | What's the closest you have been to death? What would be the worst way to die? What happens to you after you die? | Wh - questions for discussion Statistics for discussion Conversation using the idiom - bite the dust | ironic flight statistical eventually catch up on heart disease stroke <i>Carpe diem</i> disease . attractive figure out |
| | Methodology | | Teacher/ Class Topic brain –storming | Class listening. Pair work Class Question and Answer discussion Role-play | Pictionary Vocab repetition |
| | Notes and Supplementary materials | | Cosplay pictures Cultural pictures | | |
| | Homework | Pr-read Unit 11 | | | |

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|------------------------|--|--|--|---|---|
| | Unit 11 Pre reading- Discuss picture on first page | | | | |
| W e e k 13 | Unit / Page | Goals | Language | Structure | Vocabulary |
| | Unit 11 No one getting out of here alive | Discuss fears ,mortality Heaven and Hell. Heaven and hell –jobs around the world. | What’s the closest you have been to death? What would be the worst way to die? What happens to you after you die? Best workers. Worst workers. | Wh - questions for discussion Statistics for discussion Conversation using the idiom - bite the dust. Superlative questions and Answers. | ironic flight statistical eventually catch up on heart disease stroke <i>Carpe diem</i> disease . attractive figure out |
| | Methodology | | Teacher/ Class Topic brain –storming | Class listening. Pair work Class Question and Answer discussion Role-play | Pictionary Vocab repetition |
| | Notes and Supplementary materials | | Heaven and Hell work hand out | | |
| | Homework | Get students to pre read unit 12 and check any words that they don’t understand in a dictionary for homework and write the Chinese next to them. Have students find names of video games | | | |

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| W e e k 14 | Unit / Page | Goals | Language | Structure | Vocabulary |
|------------------------|---|---|---|--|--|
| | Unit 12 Monkey see Monkey do- The effects of video games on children | Finish Heaven and Hell- work Survey and discussion. Introduce new vocabulary. Discuss how Video games effect children | Why do you think video games are so popular today for teenagers? Do your parents know what kind of video games you play? Do you believe playing violent video games make teenagers more aggressive? How many hours a week do you play video games? | Wh ,How, and Do questions for discussion Conversation using Adjectives to describe the effects of video games | available consumers encourage constant limit impact coordination technology graphics aggressive majority instead of |
| | Methodology | | Teacher/ Class Topic brain -storming | Class listening. Pair work Class Question and Answer discussion Role-play | Pictionary Vocab repetition |
| | Notes and Supplementary materials | | | | |
| | Homework | Revue new vocabulary | | | |
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|------------------------|--|---|---|--|--|
| | Unit 12 Pre reading- Talk briefly about the meaning of the picture on the first page | | | | |
| W e e k 15 | Unit / Page | Goals | Language | Structure | Vocabulary |
| | Unit 12 Monkey see Monkey do- The effects of video games on children | Discuss how Video games effect children | Why do you think video games are so popular today for teenagers? Do your parents know what kind of video games you play? Do you believe playing violent video games make teenagers more aggressive? How many hours a week do you play video games? | Wh ,How, and Do questions for discussion Conversation using Adjectives to describe the effects of video games | available consumers encourage constant . limit impact coordination technology graphics aggressive majority instead of |
| | Methodology | | Teacher/ Class Topic brain -storming | Class listening. Pair work Class Question and Answer discussion Role-play | Pictionary Vocab repetition |
| | Notes and Supplementary materials | | | | |
| | Homework | Revue story and questions | | | |
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| W e e k 16 | Unit / Page | Goals | Language | Structure | Vocabulary |
|------------------------|---|---|---|--|--|
| | Unit 12 Monkey see Monkey do- The effects of video games on children | Discuss how Video games effect children | Why do you think video games are so popular today for teenagers? Do your parents know what kind of video games you play? Do you believe playing violent video games make teenagers more aggressive? How many hours a week do you play video games? | Wh ,How, and Do questions for discussion Conversation using Adjectives to describe the effects of video games | available consumers encourage constant . limit impact coordination technology graphics aggressive majority instead of |
| | Methodology | | Teacher/ Class Topic brain -storming | Class listening. Pair work Class Question and Answer discussion Role-play | Pictionary Vocab repetition |
| | Notes and Supplementary materials | | | | |
| | Homework | | | | |
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| W e e k 17 | Unit / Page | Goals | Language | Structure | Vocabulary |
|------------------------|-----------------------------------|---|---------------|---|---------------|
| | Test | Written Review and enforcement Assessment of students progress | Unit 11 to 12 | Unit 11 to 12 structures Multiple choice questions | Unit 11 to 12 |
| | Methodology | | | Student reading and listening | |
| | Notes and Supplementary materials | | | | |
| | Homework | Practice oral presentations for test. | | | |
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| W e e k 18 | Unit / Page | Goals | Language | Structure | Vocabulary |
|------------------------|---|--|---------------|--|---------------|
| | Test | Oral and Aural Review and enforcement Assessment of students progress | Unit 11 to 12 | Unit 11 to 12 Oral presentations Multiple choice listening questions. | Unit 11 to 12 |
| | Methodology | | | Student reading and listening | |
| | Notes and Supplementary materials | Test paper | | | |
| | Homework | | | | |
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| W e e k 19 | Unit / Page | Goals | Language | Structure | Vocabulary |
|------------------------|-----------------------------------|-------------------------|---|--|--|
| | Units 11 to 12 | To go over test results | What did you think of the test? Why? What was the most difficult part of the test? Why? What was the easiest part of the test? Why? | Wh- Questions | Unit 11 to 12 |
| | Methodology | | Brainstorm | Student reading and listening class survey and discussion | Teacher student pronunciation recitation |
| | Notes and Supplementary materials | | | | |
| | Homework | | | | |
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| W e e k 20 | Unit / Page | Goals | Language | Structure | Vocabulary |
|------------------------|---|-------|----------|-----------|------------|
| | Ministry of Education Final Tests. No Classes. Test observations | | | | |
| | Methodology | | | | |
| | Notes and Supplementary materials | | | | |
| | Homework | | | | |
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