**TOPICAL CONTENT AND LEARNING OUTCOMES-CLASS 9**

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| **Concept** |  **Topics** | **Subject learning outcomes for topic (SLOT)** |
| **Literary and non-literary texts** | **Topic 1 – Happiness**- Enjoying a job- Having fun- Technological achievements and inventions | * + - * Uses different sources relating to happiness, theme area and the group (people) including interviews and observations;
			* Listens/reads about other people and their ideas and discusses the proposition that life is a precious and valuable resource, defining and explaining the stages of happiness such as having fun, enjoying work and travelling around the world;
			* Creates a storyboard to demonstrate strategies for being happy using an introduction, complication, problem/challenge and resolution;
			* Uses appropriate vocabulary when talking about jobs and describes accurately various job roles and functions;
* Experiments with the use of technology in communicating for a range of purposes;
	+ - * Summarises texts read in the source language (English or mother tongue) and translates them into the target language (mother tongue or English).
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| **Topic 2 - Home Sweet Home**- School dormitory- Be happy where you live!- Live Small | * Names different types of housing (flat, terraced house, semi-detached house, cottage) and describes what kind of house he / she lives in;
* Selects, reads, views and understands a range of literary, informative, media, and visual texts;
* Demonstrates active listening and respect for the needs, rights, and feelings of others;
* Locates, consults, and cites information from reliable sources about a relevant, current, and debatable topic, e.g. school policies, skateboarding bans, etc;
* Develops an understanding of how their happiness influences their day-to-day lives as well as the lives of those around them.
* Contributes to school activities by initiating, organizing and conducting special events;
* Writes or illustrates his/her contribution to their own family or community and discusses it with classmates asking and answering questions.
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| **Topic 3 - What’s the Story*** Great moments in history
* On safari
* Being successful
 | * Demonstrates awareness that values and personal experiences influence understanding of and critical responses to texts;
* Uses writing and other forms of representation to extend, explore, and reflect on ideas, values, and attitudes;
* Uses note-taking, illustrations, and other ways of representing to reconstruct knowledge;
* Listens/ reads/ views and extracts relevant information relating to the importance of social, cultural and sports events worldwide and in their own environment;
* Uses comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features;
* Creates critical and interpretive texts from more than one perspective, including historical and cultural.
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| **Topic 4 – Obsessions**- Life events- A famous movie star- The wild world | * Makes thematic connections among print texts, public discourse, and media;
* Demonstrates the ability to analyse the text through identifying and applying knowledge of characterisation, point of view, setting, and conflict;
* Examines the ideas of others in discussion and presentation to clarify and extend their own;
* Reads/listens/ views materials regarding life events, comparing the ways of living in different times and different parts of the world;
* Listens and reads about different historical events and compares them with present events including lifestyles, places and culture;
* Integrates stylistic effects in writing and representing to achieve a specific purpose(s);
* Reads for literal, interpretive, and evaluative comprehension.
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| **Topic 5 - Literature**- Mythology- Legends- Drama | * Determines a central idea of a text and analyses its development over the course of the text, including how it emerges and is shaped and refined by specific details;
* Provides an objective summary of the text;
* Identifies stated story elements: main characters, setting, sequence of events and discusses author’s intentions;
* Develops critical and interpretive texts from more than one perspective, including historical and cultural;
* Reads, annotates, and analyses informative texts on topics related to diverse and non-traditional cultures and viewpoints;
* Uses listening skills in practical settings and adapts them for specific purposes.
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| **Topic 6 - Relationships**- Family matters- Come around to my place- Good manners | * Cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;
* Uses writing and other ways of representation to extend ideas and experiences;
* Understands the importance of family and the nature of positive relationships identifying, discussing and finding solutions about different family matters;
* Develops strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities;
* Demonstrates the characteristics and benefits of ethical behaviour and personal integrity in school and the community;
* Analyses informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships.
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| **Topic 7 - Media**- The breaking news- Say no to drugs - Hurricanes | * Listens critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented.
* Reads purposefully with a question in mind, which requires students to skim and scan during reading;
* Demonstrates understanding by identifying the content and relevance of news items, articles and reports related to everyday problems, or to issues of personal interest in the target language and culture;
* Listens/reads/views and responds orally and/or in writing proposing solutions to particular health maintenance issues;
* Independently accesses and selects specific information to meet personal and learning needs using available electronic networks;
* Writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences;
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| **Topic 8 - Tell me about it**- Knowing the world- School competition- The forgetful generation | * Assesses relevance and reliability of available information to answer the questions;
* Analyses and reflect on others’ responses to writing and audio-visual productions and considers those responses in creating new pieces of writing;
* Responds thoughtfully to diverse perspectives, summarises points of agreement and disagreement, and when warranted, qualifies or justifies their own views and understanding and makes new connections in light of the evidence and reasoning presented;
* Compares relations between people in the target culture and their own culture, identifying similarities and differences and justifying them;
* Uses a variety of reading and viewing processes and strategies to construct meaning from texts;
* Describes factors that contribute to positive relationships, including people at school and in their community;
* Evaluates the use of a variety of writing and representing forms and styles to suit purpose(s) and audience(s).
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| **Figurative and non-figurative language** | **Topic 1 - Happiness**- My wonders- Having a good job- Money- Social expressions | * Demonstrates a clearer understanding of the career exploration process and how their own skills and interests match up to a chosen major/career path;
* Evaluates a range of strategies to defend their points of view and contribute to effective discussion;
* Discusses with confidence the advantages and disadvantages of different types of jobs with fair degree of fluency using appropriate stress and intonation in statements and questions;
* Effectively uses the language of letter writing and reporting;
* Identifies and researches a wide variety of career fields and opportunities;
* Understands the relationship between work and society/economy;
* Relates the value of money to personal consumption explaining how money affect to people’s life.
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| **Topic 2 - Home Sweet Home**- Rooms and parts of the house- Furniture and household objects- Having a party | * Presents a personal viewpoint to a group of listeners, interprets their responses, takes others’ ideas into account when explaining their own positions;
* Speaks with clarity and purpose to inform the class about his/her house;
* Makes informed choices of language to create a range of interesting effects in imaginative writing and other ways of representing ideas;
* Expresses ideas and opinions in a manner that reflects sensitivity and shows respect to others;
* Identifies and selects texts that meet his/her needs and interests.
* Describes orally and/or in writing various home and amusement activities.
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| **Topic 3 - What’s the Story*** Great moments in my life
* Describing a scene

- Biographies | * Participates constructively in conversation, small-group and whole-class discussion, and debate, using a range of strategies that contribute to effective talk;
* Draws connections between personal experiences and the world of texts, and shares responses with others;
* Describes different points of view associated with an ethical dilemma and gives possible reasons for these differences;
* Listens to and contributes to conversations and discussions to share information and ideas and negotiate in collaborative manner;
* Asks relevant questions calling for elaboration, clarification, or qualification and responds thoughtfully to such questions.
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| **Topic 4 - Obsessions**- Major life events- Unusual collections- A weather forecast | * Chooses language that creates interesting and imaginative effects;
* Examines the different aspects of texts (language, style, graphics, tone, etc.) that contribute to meaning and effect;
* Describes the influence that people, situations and events have on their emotions;
* Identifies life events in a text and puts them in chronological order;
* Locates, consults, and cites information from reliable sources about a mythological figure;
* Recognises, respects, and values diverse experiences, ideas, backgrounds, and identities;
* Understands his/her role and responsibilities within local and global communities and commits to becoming an engaged member;
* Propels conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas.
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| **Topic 5 – Literature*** Literacy and drama

- An amazing thing happened- A narrative- Giving opinions | * Uses a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness;
* Understands the gist of TV news, interviews, announcements, and films without too much effort and responds orally or in writing;
* Recognises that people have a right to belong to many communities and to live freely, and discusses with peers giving opinions to them using adjectives;
* Determines the meaning of words and phrases as they are used in the text, including figurative, denotative, connotative and technical meanings;
* Speaks with clarity and purpose to inform the class about the research on a mini-topic.
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| **Topic 6 - Relationships**- Rules and regulations- Advices- Entertaining friends- Agreeing and disagreeing- A perfect family- Social expressions | * Comes to discussions prepared having read and researched material under study;
* Presents information, findings, and supporting evidence clearly, concisely, and logically so that listeners can follow the line of reasoning and the organization, development, substance, and style appropriate to purpose, audience, and task;
* Explores topics dealing with different cultures and world viewpoints;
* Gives a short description of his/her family comparing with neighbourhoods and relating to life, house, culture and friendship;
* Speaks with appropriate expression, smoothness, pace, volume, eye contact, posture and gestures;
* Actively incorporates others into the discussion; and clarifies, verifies, or challenges ideas and conclusions;
* Analyses the cumulative impact of specific word choices on meaning and tone.
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| **Topic 7 - Media**- Be a weather reporter- Making a reservation- Requests in a hotel- Arranging to meet | * Asks questions to encourage analysis of personal reading material;
* Engages in discussion with peers and teacher regarding travel and transport;
* Writes informative/explanatory texts to examine and convey complex ideas, concepts, and information accurately through the effective selection, organization, and analysis of content;
* Uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;
* Adapts voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.
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| **Topic 8 - Tell me about it**- Talking about the world- Finding out about a movie star- Informal English- Verbs and nouns that go together- A day you were born | * Uses precise language and domain-specific vocabulary to manage the complexity of the topic;
* Uses the Internet to locate facts about famous people, landmarks and attractions;
* Demonstrates understanding of figurative language, word relationships, and nuances in word meanings.
* Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
* Produces clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose, and audience.
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| **Criticism, theory and history** | **Topic 1 - Happiness**- Public services- Health- Family and Friendship | * Understands the value of hard work, and being an active member of a team striving for a common goal;
* Discusses texts in which characters, events and settings are portrayed in different ways, and speculates on the authors’ reasons;
* Analyses story elements and synthesises information from a variety of sources;
* Develops a selection of pre-reading strategies to improve the likelihood of comprehension;
* Recognises how their own ideas and perceptions are framed by what they read and view.
* Expresses and supports points of view about texts and about issues, themes, and situations within texts, citing appropriate evidence;
* Applies understanding of text organizational structures and analyses story elements such as main characters, events time and place;
* Evaluates ways in which both genders and various cultures and socio-economic groups are portrayed in media texts;
* Interprets, analyses, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations;
* Demonstrates the ability to analyse drama through identifying and applying knowledge of characterization, plot, point of view, and setting;
* Determines an author’s point of view or purpose in a text and analyses how an author uses rhetoric to advance a particular point of view or purpose;
* Develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;
* Uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
* Analyses in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g. a section or chapter);
* Discusses in groups recognising the value of group discussion in bringing resolutions to problems and relying on teamwork;
* Explicitly draws on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas;
* Consults general and specialised reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology;
* Conducts short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesises multiple sources on the subject, demonstrating understanding of the subject under investigation.
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| **Topic 2 - Home Sweet Home**- School dormitory- Live Small |
| **Topic 3 - What’s the Story*** Robin Hood
* Sports in the UK
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| **Topic 4 - Obsessions**- Famous for not being famous- Life events- Collectors- Famous people’s life |
| **Topic 5 - Literature**- Art and literature- Books and films- Collocations- At the hostel |
| **Topic 6 - Relationships**- Brothers and sisters- A new job- How to behave abroad |
| **Topic 7 - Media**- Say no drugs – a media campaign- Public transportation- An ideal holiday- Bathing under the sun |
| **Topic 8 - Tell me about it**- Knowing the world- A movie star- Births, weddings and funerals |
| **Language exponents**  | **Topic 1 - Happiness**- Auxiliary and modal verbs- Present tenses (simple and continuous)- Negatives and pronunciations- Prepositions of place- Adjectives and adverbs- Words that go together- Stress and intonation- Idioms related to life- Vocabulary field: happiness jobs and beauties | * Writes sentences (present tenses) with correct capitalisation, punctuation, word order and correct subject-verb agreement;
* Uses a particular kind of sentence for a specific purpose and audience –asking and responding to questions;
* Uses a particular kind of sentence for a specific purpose and audience –asking and responding to questions using auxiliaries and modals correctly;
* Identifies functions of adjectives and adverbs and differences between them;
* Produces short texts of description of happiness using appropriate vocabulary and structures;
* Recognises what characteristics are wanted and unwanted to be happy, talking about what qualities and things makes happiness;
* Uses vocabulary related to happiness, jobs, and beauties.
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| **Topic 2 - Home Sweet Home**-Describing objects and places- Comparing and contrasting- Present passive- Questions and negatives- Linking words: addition and contrast- Idioms related to home- Vocabulary field: home | * Compares information from a variety of sources, describing objects and places;
* Understands how to give both oral and written descriptions of a place;
* Distinguishes text-types according to purpose and language features - Comparison and contrast;
* Writes sentences (active and passive) with correct capitalisation, punctuation, word order and correct subject-verb agreement;
* Explores structures and vocabulary used in describing objects and places (simple tenses, opinion adjectives and adverbs) and applies them in the context;
* Writes with reasonable accuracy concerning spelling and punctuation;
* Uses vocabulary related to home and places.
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| **Topic 3 - What’s the Story*** Past simple and past continuous
* Past passive
* Describing and contrasting
* Giving opinions
* Adjectives + prepositions
* Sentence stress
* Idioms related to movies and books

- Vocabulary field: people, places, animals | * Gives precise instructions, follows directions, and responds thoughtfully to complex questions;
* Uses growing subject-specific vocabulary to read, discuss and write about learning area topics;
* Identifies examples of active and passive voices;
* Explores structures and vocabulary used in describing and contrasting (past tenses, adjectives and adverbs) and applies them in the context;
* Uses Standard language and grammar;
* Describes places using appropriate vocabulary and phrases;
* Uses vocabulary related to people, places and animals.
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| **Topic 4 - Obsessions**- Present Perfect and Present Perfect Continuous - Present perfect passive- Questions and answers- Time expressions- Compound nouns- Expressing quantity- Idioms related to fame- Vocabulary field: collectors | * Acquires and applies a wide range of vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language;
* Makes inferences, draws conclusions, and makes supported responses to content, form, and structure;
* Uses the six traits of writing (content, organization, conventions, voice, sentence fluency, word choice);
* Differentiates the correct use of prepositions with regard to time or location;
* Identifies and explains the use of active and passive in the text.
* Uses vocabulary related to people and fame.
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| **Topic 5 - Literature**- Past simple and perfect- Past passive- Time expressions- Idioms related to art and literature- Vocabulary field: movies and books | * Listens to and understands spoken language, and uses spoken Standard English effectively;
* Explains and uses the correct voice in the appropriate situations, taking into account usage, effect and intention;
* Reads widely and experiences a variety of young adult fiction and literature from different provinces and countries;
* Develops ideas and content with specific details and examples;
* Reads an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting;
* Uses vocabulary related to movies and books.
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| **Topic 6 - Relationships**- Expressing obligation and prohibition- Expressing probability- Describing situations- Making suggestions and respecting rules- Idioms related to behaviours- Vocabulary field: family and friends | * Uses various types of phrases to convey specific meanings and add variety and interest to writing or presentations;
* Responds to some of the material they read or view by questioning, connecting, evaluating, and extending - moving beyond initial understanding to more thoughtful interpretations;
* Expresses ideas and feelings and understands and respects the perspectives of others;
* Uses conventions of Standard written English;
* Establishes and maintains a formal style and objective tone while attending to the writing norms and conventions;
* Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on appropriate level, reading and content, choosing flexibly from a range of strategies;
* Uses vocabulary related to family and friends.
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| **Topic 7 - Media**- Making plans- Giving a prediction- Making suggestions- First conditional- Arranging to meet- Future passive- Words and expressions with similar meanings- Idioms related to weather forecast- Vocabulary field: travelling  | * Consistently uses the conventions of written language in final products;
* Engages in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social, and cultural connections and insights.
* Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking;
* Discusses with peers and other English speakers’ future plans, hopes and ambitions using grade appropriate vocabulary and structures;
* Demonstrates command of the conventions of Standard English capitalisation, punctuation, and spelling when writing;
* Adapts speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate;
* Uses context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase;
* Identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech (e.g., analyse, analysis, analytical; advocate, advocacy);
* Uses vocabulary related to family and friends.
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| **Topic 8 - Tell me about it**- Reporting statements and questions- Reported speech- Reporting verbs- Reporting commands and statements- Nouns and phrases- Idioms related to life- Vocabulary field: birth, marriage, death | * Introduces a topic, organises complex ideas, concepts, and information to make important connections and distinctions; includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension;
* Provides a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic);
* Verifies the preliminary determination of the meaning of a word or phrase (e.g. checking the inferred meaning in context or in a dictionary);
* Adapts vocabulary, sentence structure, and rate of speech to the speaking occasion;
* Applies knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening;
* Uses vocabulary related to life.
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