

Language Teaching Toolkit: Strategies, Methods, and Communicative Practices

B2

UNIT 1 GRAMMAR TENSE REVISION

 Learning Strategies

1. **Contextual Learning:** Encourage students to learn tenses through real-life situations rather than isolated drills.
2. **Visualization:** Use timelines and charts to illustrate timeframes for different tenses.
3. **Comparative Practice:** Have students compare and contrast similar tenses (e.g., Present Perfect vs. Past Simple).
4. **Mnemonic Devices:** Create acronyms or rhymes to help students remember tense rules.
5. **Personalized Writing:** Encourage students to relate tenses to their daily experiences (e.g., writing about yesterday, today, and tomorrow).
6. **Noticing & Reflection:** Students analyse texts or dialogues to identify tense usage and reflect on why each tense is used.

 Methodologies

1. **Task-Based Language Teaching (TBLT):**
 - Students complete real-world tasks that naturally require different tenses (e.g., planning a trip—past experiences, present preparations, and future plans).
2. **Communicative Language Teaching (CLT):**
 - Focus on meaningful communication rather than rote memorization. Activities should involve authentic language use.
3. **Lexical Approach:**
 - Teach common tense-related chunks (e.g., *I have never...* / *Last week, I went...* / *By next year, I will have...*).
4. **Inductive Learning:**
 - Instead of explaining rules first, provide examples in context and let students deduce tense usage themselves.
5. **Flipped Classroom:**
 - Students study tense rules at home (videos, readings), and class time is used for active practice.

✦ Communicative Activities

◆ Speaking Activities:

1. **Time Traveller Interview:**
 - One student is from the past or future; the other interviews them using appropriate tenses.
2. **Storytelling Relay:**
 - Students take turns adding sentences to a story, switching between tenses as required.
3. **Predict the Future:**
 - Students make predictions about their classmates using future tenses (*By next year, she will have travelled to...*).

◆ Listening Activities:

4. **Tense Bingo:**
 - Students listen to a story and mark different tenses on their bingo cards.
5. **Error Detection:**
 - Play a recording with tense mistakes; students identify and correct them.

◆ Writing Activities:

6. **A Day in My Life (Past-Present-Future):**
 - Students write about one day using three tenses (*Yesterday, I went to the gym. Today, I am studying. Tomorrow, I will...*).
7. **Postcards from Different Time Periods:**
 - Students write a postcard from a past trip, their present situation, or a future vacation.

◆ Game-Based Activities:

8. **Tense Race:**
 - Divide the class into teams. Give them verbs, and they must write correct sentences in different tenses.
9. **Grammar Auction:**
 - Students "bid" on sentences, deciding if they are correct or incorrect (great for error correction).

UNIT 1 GRAMMAR: QUESTION FORMS

1. Learning Strategies for Question Forms

- ☒ **Inductive Learning** – Present real-life examples of questions before explaining rules.
- ☒ **Chunking** – Break down questions into parts (e.g., question words, auxiliary verbs, subject).

- ☒ **Noticing & Awareness-Raising** – Have students highlight or underline question structures in texts.
- ☒ **Contrastive Analysis** – Compare statements vs. questions (*You are happy* → *Are you happy?*).
- ☒ **Drilling & Repetition** – Encourage frequent practice with variations of the same question.
- ☒ **Self-Questioning** – Have students reflect by forming questions about their own learning.

2. Methodologies for Teaching Question Forms

Communicative Language Teaching (CLT)

- Focus on **meaningful interaction** using real-life questions.
- Example: Interview activities, discussions, and problem-solving tasks.

Task-Based Language Teaching (TBLT)

- Assign tasks where students **must use** questions to complete them.
- Example: A **survey project** where students gather information from classmates.

Guided Discovery (Inductive Approach)

- Instead of direct rules, present sentences and let students **discover patterns**.
- Example: Give students jumbled words to form a correct question.

Audio-Lingual Method (ALM) – Drilling & Practice

- **Pattern practice** with oral drills helps in forming automatic responses.
- Example: *Teacher: “He is a doctor.” → Student: “Is he a doctor?”*

Socratic Method (Critical Thinking Through Questions)

- Encourage students to **ask and answer questions** in a logical sequence.
- Example: Debates and open-ended discussions.

3. Communicative Activities for Practicing Question Forms

1. Role-Playing

- Situations: **Doctor-Patient, Job Interview, Police Interrogation**
- Students take roles and must ask relevant questions to continue the conversation.

2. 20 Questions Game

- One student thinks of a word, and others must **ask yes/no questions** to guess it.
- Example: *“Is it a living thing?” “Can you eat it?”*

3. Class Survey

- Students create a **set of questions** (e.g., *How often do you exercise?*).
- They walk around and collect data from classmates, then report findings.

4. Question Chain

- One student asks a question, the next answers and asks another question.
- Example: *“What’s your favourite food?” → “Pizza. What do you usually have for breakfast?”*

5. Mystery Box

- Place an object in a box. Students must **ask questions** to guess what it is.
- Example: *“Is it made of metal?” “Can you wear it?”*

6. Interview a Celebrity

- Students pretend to be journalists and **prepare interview questions** for a famous person.

7. Who Am I? Game

- Each student gets a famous person’s name on their forehead.
- They can **only ask yes/no questions** to guess their identity.

8. Question Storytelling

- Students **build a story** by asking and answering questions.
- Example: *“Who is the main character?” “Where does the story take place?”*

9. Jigsaw Reading with Questions

- Divide a text into parts. Students must ask **questions to retrieve missing information**.

10. Watch & Question

- Show a short video clip. Students **form questions** about what happened.
- Example: *“Why did the character leave?” “What will happen next?”*

UNIT 1 VOCABULARY – FEELINGS

Learning Strategies

1. **Lexical Approach** – Teach feelings-related words in chunks and collocations (e.g., "burst into tears," "over the moon," "deeply disappointed").
2. **Categorization** – Group emotions into positive, negative, and neutral categories.
3. **Personalization** – Have students relate emotions to their own experiences.
4. **Multi-sensory Learning** – Use images, videos, music, and facial expressions to reinforce meanings.
5. **Contextual Learning** – Teach feelings within real-life situations, such as storytelling or role-play.
6. **Word Associations** – Encourage students to link emotions with events, colors, or physical reactions.

Methodology

1. **Task-Based Learning (TBL)** – Assign tasks such as creating an emotion diary or conducting interviews about feelings.
2. **Communicative Language Teaching (CLT)** – Prioritize speaking and interaction, using real-world scenarios.
3. **Total Physical Response (TPR)** – Encourage students to act out emotions.
4. **Visual and Kinesthetics Learning** – Use flashcards, videos, and body language to reinforce meaning.
5. **Gamification** – Use games like charades, emotion bingo, or storytelling dice.

Activities

1. **Emotion Charades** – Students act out feelings while others guess.
2. **Feelings Thermometer** – Students rank emotions on a scale from mild to intense.
3. **Storytelling with Emotions** – Provide a story framework where students insert different feelings.
4. **Music and Mood** – Play different songs and discuss how they make students feel.
5. **"How Would You Feel If...?"** – Pose hypothetical situations for students to respond to with feelings.
6. **Emoji Sentences** – Students create sentences using emoji prompts.

Communicative Activities

1. **Speed Dating for Emotions** – Students describe a situation where they felt a certain way to different partners.
2. **Emotion Interviews** – Pairs ask each other about moments when they felt specific emotions.
3. **Feelings Debate** – Students debate statements like "Fear is the most important emotion" using emotional vocabulary.
4. **Role-Playing Scenarios** – Assign real-life situations (e.g., failing a test, receiving a gift) and have students react with appropriate feelings.

5. **Social Media Post Simulation** – Students write imaginary social media posts about their emotions and react to others' posts.

UNIT 1 VOCABULARY – PERSONALITY ADJECTIVES

Learning Strategies & Methodology for Teaching Personality Adjectives

1. Lexical Approach

- Teach personality adjectives in collocations and chunks (e.g., "a highly ambitious person," "extremely shy").
- Encourage students to notice patterns in real-life contexts (e.g., descriptions in texts, movies, or interviews).

2. Context-Based Learning

- Introduce adjectives through real-world contexts such as job interviews, social media profiles, or fictional characters.
- Use reading or listening texts with personality descriptions.

3. Mnemonic Techniques

- Use visualization, storytelling, or association techniques (e.g., linking "gregarious" to an image of a lively party).
- Acronyms or memory tricks (e.g., "OCEAN" for the Big Five personality traits: Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism).

4. Concept Mapping

- Organize adjectives into positive/negative connotations, synonyms/antonyms, or personality spectrums (e.g., introverted vs. extroverted).

Communicative & Interactive Activities

1. Personality Quiz (Guess Who?)

- Students describe famous people, fictional characters, or classmates using personality adjectives, while others guess the person.

2. Speed Dating – Personality Interviews

- Students role-play as different personalities (e.g., an adventurous person, a pessimistic person) and interact in short conversations.
- They must identify each other's personality traits based on their responses.

3. Would You Hire This Person?

- Provide students with brief personality descriptions and job roles.
- In pairs or groups, they must decide who is best suited for the job and justify their choices using personality adjectives.

4. Two Truths and a Lie – Personality Edition

- Each student writes three personality traits about themselves—two true, one false.
- Others guess which one is false and explain why.

5. Character Analysis from Movies/TV Shows

- Show clips or provide character descriptions from popular media.
- Students discuss and list adjectives that describe the character.

6. Personal Ad Writing

- Students write humorous or serious personal ads (e.g., "Looking for a reliable and adventurous travel buddy").
- Other students match the ad to the best-suited personality.

7. Opposites Attract (Synonyms & Antonyms Game)

- Students match personality adjectives with their antonyms (e.g., "generous" – "stingy").
- As a twist, they discuss whether people with opposite personalities can get along.

UNIT 1 VOCABULARY – NOUN SUFFIXES

Here are some effective strategies, methodologies, and communicative activities to teach vocabulary about noun suffixes:

Learning Strategies & Methodology

1. **Word Formation Awareness** – Teach students how suffixes change words from verbs/adjectives to nouns (e.g., *act* → *action*, *happy* → *happiness*).
2. **Categorization** – Group nouns by suffix type (-ment, -tion, -ness, -er, -ist) to help students recognize patterns.
3. **Contextual Learning** – Introduce suffixes in meaningful sentences rather than isolated words.
4. **Morphological Analysis** – Break down words into root + suffix to show how meaning changes.
5. **Lexical Chunking** – Teach words in phrases (e.g., *a great invention*, *a skilled artist*).
6. **Visual Aids** – Use suffix mind maps, charts, and flashcards to illustrate common patterns.

Classroom Activities

1. **Suffix Sorting Game** – Give students a list of words and ask them to categorize them based on suffix types.
2. **Suffix Race** – Write word roots on the board, and students race to add correct suffixes.
3. **Suffix Bingo** – Create Bingo cards with suffixes; call out base words, and students find the correct noun form.
4. **Word Building Challenge** – Provide base words and have students create as many nouns as possible using different suffixes.
5. **Gap-Fill Exercises** – Provide sentences with missing words requiring the correct noun form.

Communicative Activities

1. **Suffix Detective** – Have students find nouns with suffixes in a reading passage and explain how the suffix changes the meaning.
2. **Create a Story** – Students write a short story using at least 5 nouns with suffixes.
3. **Interview Role-Play** – One student is an employer, and the other is a job applicant. They must use suffix-based nouns (*trainer, artist, actor, employment*).
4. **Suffix Debate** – Students debate which profession (*teacher, scientist, journalist, etc.*) is the most important, using suffix-based nouns in their arguments.
5. **Guess the Word** – One student describes a word with a suffix (*happiness – "a feeling of joy"*) while others guess.

UNIT 2 GRAMMAR:

PRESENT PERFECT SIMPLE AND PRESENT PERFECT CONTINUOUS

1. Learning Strategies:

- **Focus on Form:**
Highlight the key differences in usage:
 - **Present Perfect Simple:** *Has/have + past participle* (used for actions completed at an unspecified time, or with relevance to the present).
 - **Present Perfect Continuous:** *Has/have + been + verb-ing* (used for actions that began in the past and are still continuing, or to emphasize the duration of an action).
Provide clear examples and contrasts (e.g., *I have read the book* vs. *I have been reading the book*).
- **Concept Checking Questions (CCQs):**
 - For Present Perfect Simple: *Is the action completed or not?*
 - For Present Perfect Continuous: *Is the action still happening?*
These questions can help students internalize the difference in a practical context.
- **Use Timelines:**
Draw timelines on the board to visually show the difference.
 - **Present Perfect Simple:** A single point in the past with a connection to the present (e.g., *She has visited London*).

- **Present Perfect Continuous:** A continuous action that started in the past and is still going on (e.g., *She has been visiting London for the past week*).

2. Methodology:

- **Task-based Language Teaching (TBLT):**
Design tasks where students need to use the target language in a real-world context.
 - **Example Task:** Students plan a trip together. They use Present Perfect Simple to talk about things they've already done (e.g., *I have booked the hotel*) and Present Perfect Continuous to talk about ongoing actions (e.g., *I have been looking for a good restaurant*).
- **Discovery-based Learning:**
Present examples of sentences using both tenses, and ask students to notice the differences.
 - After noticing the patterns, students can work in pairs or small groups to create their own sentences.
This encourages students to discover grammar rules through context rather than just being told them.
- **Focus on Fluency:**
Encourage learners to practice using both tenses in fluency-based activities (e.g., casual conversation).
 - Use minimal correction during speaking activities to maintain fluency while still focusing on accuracy when the conversation requires it.

3. Communicative Activities:

- **Comparison Discussion:**
Set up a debate or discussion where students express their opinions about various life situations, alternating between Present Perfect Simple and Present Perfect Continuous.
 - **Example Topics:** *What have you done this week?* (Present Perfect Simple) vs. *What have you been doing this week?* (Present Perfect Continuous).
- **Timeline Matching:**
Create two sets of cards: one set with sentences in Present Perfect Simple, and another set with sentences in Present Perfect Continuous.
Students work in pairs or small groups to match each sentence to the corresponding situation (e.g., *I have painted the wall* and *I have been painting the wall for two hours*).
- **Find Someone Who...**
Create a worksheet with different actions that students have or have not done (e.g., *Find someone who has seen the movie Titanic*, *Find someone who has been working on a project all day*).
Students must ask their classmates questions using both tenses:
 - *Have you seen the movie Titanic?* (Present Perfect Simple)
 - *Have you been working on a project today?* (Present Perfect Continuous)

- **Role-plays:**
Give students different roles to practice dialogues involving actions completed recently versus actions in progress.
 - **Example:** A conversation between a worker (using Present Perfect Simple) who has finished a task and a colleague (using Present Perfect Continuous) who has been working on a task.
- **Story Completion:**
Give students a short story with blanks where they need to fill in either the Present Perfect Simple or Present Perfect Continuous form, based on the context.
 - **Example:** *I've been waiting for the bus for 20 minutes when I saw...*
 - Students can then share their completed stories in pairs or small groups.
- **Picture Description:**
Show students a picture of a person (or people) doing various activities. Ask students to describe what the person has done or has been doing.
 - *What has she done?* (Present Perfect Simple)
 - *What has she been doing?* (Present Perfect Continuous)

UNIT 2 GRAMMAR:

USED TO," "WOULD," "GET USED TO," AND "BE USED TO

Learning Strategies

1. **Contextualization:**
Introduce these structures through real-life scenarios and examples. Students will better understand their use when they see them in context (e.g., *I used to live in a small town* vs. *I would go for walks every morning*).
2. **Comparison:**
Help students distinguish between these forms. Provide clear comparisons:
 - **Used to** vs. **Would** (habitual actions in the past).
 - **Get used to** vs. **Be used to** (adjusting to something new vs. being familiar with it).
3. **Personalization:**
Encourage students to make sentences related to their own life experiences. This will help them relate to the grammar and practice using it meaningfully.
4. **Repetition:**
Use activities that encourage repetition, such as gap-fills or quizzes, to solidify their understanding of these expressions in both spoken and written form.

Methodology

1. **Task-based Learning (TBL):**
Set tasks where students must use **used to**, **would**, **get used to**, and **be used to** naturally. For example, a task where students describe how they adapted to life in a new place (using *get used to* and *be used to*) or share stories about past habits (using *used to* and *would*).
2. **Inductive Approach:**
Present students with examples first, and ask them to figure out the rules themselves. This can be especially useful for demonstrating the differences between **used to** and **would**. For example:

- *When I was a child, I used to play outside all day.*
- *When I was a child, I would play outside all day.*

After they recognize the pattern, explain the rules briefly.

3. **Grammar in Context:**

Instead of teaching each structure in isolation, create situations where these forms naturally emerge. For example, after introducing a past experience story, students can discuss and reflect on the past habits of characters or themselves.

Communicative Activities

1. **Role-plays:**

Have students role-play scenarios where they talk about their past habits or how they adapted to new situations (e.g., adapting to a new job or country).

Example:

- "I used to live in a small village. What about you?"
- "When I first moved here, I had to get used to the weather."

2. **Interviews:**

Students interview each other about past habits and life changes. Encourage them to use **used to** and **would** for past routines, and **get used to** and **be used to** for changes or adaptations.

Example questions:

- "What did you used to do when you were younger?"
- "How long did it take for you to get used to the food here?"

3. **Picture Storytelling:**

Show students a series of pictures that depict someone's life or daily routine. Ask them to describe the pictures using **used to**, **would**, **get used to**, and **be used to**.

Example:

- Picture 1: A person waking up early – "She used to wake up at 5 AM every day."
- Picture 2: The same person at the gym – "She is used to going to the gym every morning now."

4. **Memory Lane:**

Students describe the changes they've experienced over the years (e.g., a change in their hometown, lifestyle, or habits) using **used to** and **would**.

Example:

- "I used to visit my grandmother every weekend."
- "I would play football with my friends every Saturday."

5. **Survey:**

Design a survey asking students about their past habits and changes they've adapted to, encouraging them to use all four forms. Example questions:

- "Did you used to play a musical instrument?"
- "What was it like when you first got used to living in a new city?"

6. **Group Discussions:**

Facilitate a discussion where students talk about changes they've gone through or describe their habits in the past. They should use **get used to** and **be used to** to describe how they adapted to changes (e.g., a new job, new technology, etc.).

Example Activities Breakdown:

- **Activity 1: Past Habits Reflection**
 - *Objective:* Practice **used to** and **would**.
 - *Task:* Students work in pairs to share about their childhood habits (e.g., *I used to play with my friends after school*). Focus on **used to** and **would** to describe past routines.
- **Activity 2: Adapting to New Situations**
 - *Objective:* Practice **get used to** and **be used to**.
 - *Task:* Students think of a situation where they had to get used to something (new culture, food, school). Share with the class how long it took them to adjust using **get used to** and **be used to**.
- **Activity 3: Find Someone Who...**
 - *Objective:* Practice **used to** and **get used to**.
 - *Task:* Create a bingo-style activity with prompts like "Find someone who used to live in another country" or "Find someone who is used to waking up early." Students must ask each other questions to fill in their board.

UNIT 2 VOCABULARY: HEALTH AND FITNESS

Learning Strategies

1. **Categorization** – Group words into categories (e.g., types of exercise, healthy foods, symptoms, medical professionals).
2. **Word Maps** – Create mind maps linking health-related words to synonyms, antonyms, and example sentences.
3. **Contextual Learning** – Use authentic materials like fitness blogs, health brochures, or workout guides to introduce vocabulary.
4. **Mnemonic Devices** – Associate words with images, rhymes, or stories for better recall.
5. **Personalization** – Have students relate new words to their own lifestyle and routines.

Methodology

1. **Task-Based Learning (TBL)** – Give students real-life tasks, such as designing a workout plan or a healthy meal plan, that require using health and fitness vocabulary.
2. **Lexical Approach** – Focus on collocations (e.g., "balanced diet," "regular exercise," "stay hydrated") and phrases rather than isolated words.
3. **Communicative Language Teaching (CLT)** – Use role-plays, discussions, and interactive activities to encourage meaningful communication.
4. **Multisensory Learning** – Incorporate visual aids (charts, videos), kinesthetics activities (exercises, yoga), and auditory elements (podcasts, songs) to reinforce vocabulary.

Communicative Activities

1. **Role-Plays** – Have students act out doctor-patient conversations, personal trainer-client scenarios, or nutritionist consultations.
2. **Fitness Challenge Presentation** – Students create and present a 7-day fitness plan using the target vocabulary.
3. **Health Debate** – Organize a debate on topics like "Is a vegan diet healthier?" or "Should schools require daily exercise?"
4. **Guess the Word** – Play charades or Pictionary with health and fitness terms (e.g., jogging, stretching, fever, balanced diet).
5. **Survey and Report** – Students conduct a class survey on exercise habits and present their findings using key vocabulary.
6. **Problem-Solving Scenarios** – Give students health-related dilemmas (e.g., "You have a cold but an important meeting tomorrow. What should you do?") and have them discuss solutions.
7. **Workout Instructions** – Students take turns acting as fitness instructors, giving commands using imperative verbs and health-related vocabulary.

Reading & Listening Comprehension – Use articles, videos, or podcasts about health trends, fitness routines, or nutrition advice, followed by discussion questions

UNIT 2 VOCABULARY: ADVERBS OF STANCE

1. Learning Strategies

- **Categorization:** Encourage students to group adverbs of stance into different types (e.g., **attitude:** *frankly, honestly*; **certainty:** *definitely, probably*; **manner of speaking:** *personally, generally*).
- **Contextual Awareness:** Teach students how stance adverbs shape meaning and tone, especially in formal vs. informal speech/writing.
- **Noticing and Highlighting:** Provide texts and dialogues where stance adverbs are used, and ask students to underline or categorize them.
- **Corpus-Based Learning:** Have students explore real-world usage of stance adverbs using online corpora or authentic materials.

2. Methodology

- **Inductive Approach:** Give students examples of sentences with stance adverbs in different positions and let them infer rules.
- **Communicative Language Teaching (CLT):** Focus on meaningful interaction, discussions, and writing activities that encourage natural use of stance adverbs.
- **Task-Based Learning (TBL):** Design tasks where students must express their opinions or certainty, integrating stance adverbs.
- **Contrastive Analysis:** Compare English stance adverbs with their equivalents in students' L1 to highlight similarities and differences.

3. Communicative Activities

A. Opinion Polls and Discussions

- Students discuss controversial or debatable topics (e.g., "Social media does more harm than good") and must use stance adverbs (e.g., *Honestly, I think..., Probably, it depends on...*).
- Other students respond using agreement/disagreement and stance adverbs (e.g., *Frankly, I disagree because...*).

B. Stance Adverb Detective

- Provide a short text with missing stance adverbs. Students work in pairs to guess the most suitable adverb.
- They compare answers and discuss how different adverbs change the meaning of the text.

C. Role-Playing Different Attitudes

- Assign students different personas (e.g., an enthusiastic fan, a skeptical scientist, a politician) and give them a topic to discuss (e.g., climate change).
- They must incorporate stance adverbs that match their assigned perspective (e.g., *Clearly, the evidence shows..., Presumably, scientists are still researching this...*).

D. Writing Reviews with Stance Adverbs

- Students write short reviews (film, book, restaurant) using stance adverbs to express certainty, attitude, or manner (e.g., *Honestly, this movie was disappointing, Undoubtedly, the best book I've read this year*).

E. Correct the Biased Article

- Give students a biased news article full of strong stance adverbs (*Obviously, the policy is terrible*).
- They must rewrite it to make it more neutral, adjusting the stance adverbs where necessary (*Arguably, the policy has some drawbacks*).

UNIT 2 VOCABULARY: ADVERB + ADJECTIVE COLLOCATIONS

Learning Strategies:

1. **Focus on Frequency:** Begin with the most common adverb + adjective collocations and expand gradually. For example, "completely wrong," "strongly recommend," and "deeply affected."
2. **Contextual Learning:** Encourage students to focus on collocations in context, not just as isolated phrases. This helps students understand how they are used naturally in speech and writing.
3. **Chunking:** Teach students to remember adjectives and adverbs together as "chunks" or fixed pairs. This makes it easier for them to recall the collocations later.

4. **Visual Aids:** Use visuals like pictures, diagrams, or videos to demonstrate how certain adjectives and adverbs fit together in context.

Methodology:

1. **Inductive Approach:** Rather than explaining the rule, show students several examples of adverb + adjective combinations. Let them figure out patterns and meanings from the examples.
2. **Task-Based Learning:** Integrate tasks where students need to use these collocations in real-world contexts, such as role plays, debates, or creating dialogue.
3. **Focus on Form:** After practicing the collocations, focus on form by analyzing how adverbs modify adjectives and the impact on the meaning of the phrase.

Activities:

1. **Matching Game:** Prepare a list of adverbs and adjectives separately. Ask students to match the correct adverb with the corresponding adjective. You can make it a competitive team game.
2. **Collocation Cards:** Create flashcards with an adverb on one side and an adjective on the other. Students take turns drawing two cards and creating a sentence using the collocation.
3. **Fill-in-the-Blanks:** Create sentences with missing collocations for students to fill in. For example, "She was ___ pleased with the result" (extremely).
4. **Story Completion:** Provide the beginning of a story with gaps for adjectives + adverbs. Students will fill in the gaps using the correct collocations.
5. **Role Play/Dialogue Practice:** Have students work in pairs or small groups to practice dialogues using adverb + adjective combinations. For instance, discussing feelings, opinions, or making recommendations (e.g., "I'm absolutely exhausted after that workout!").

Communicative Activities:

1. **Expressing Opinions:** Students take turns giving their opinions on various topics using adverb + adjective collocations. For example, "I'm completely convinced that technology will change education forever."
2. **Debates:** Organize a debate where students must argue a point using the collocations they've learned, focusing on expressing strong or weak feelings. For instance, "I strongly disagree with that idea" or "I'm slightly worried about the outcome."
3. **Describing Photos/Images:** Show students pictures and ask them to describe them using adverb + adjective combinations. For example, "The man looks absolutely terrified" or "She seems incredibly excited."
4. **Collocation Interviews:** Set up a mock interview where students ask each other questions and answer using adverb + adjective collocations. For example, "How do you feel about the new policy?" "I'm totally shocked by it."

UNIT 3 GRAMMAR: NARRATIVE TENSES (PAST SIMPLE, PAST CONTINUOUS, PAST PERFECT, AND SOMETIMES PAST PERFECT CONTINUOUS)

Learning Strategies & Methodology

1. **Inductive Approach (Discovery-Based Learning)**
 - Give students a short story or dialogue with different past tenses.
 - Ask them to identify patterns and infer the rules.
 - Elicit their observations before providing explanations.
2. **Contextual Learning**
 - Introduce narrative tenses through real-life storytelling, news articles, or famous anecdotes.
 - Use visual aids (e.g., timelines, comic strips) to clarify tense relationships.
3. **Task-Based Learning (TBLT)**
 - Assign meaningful tasks like writing a personal anecdote or reconstructing a story from prompts.
4. **PPP Method (Presentation, Practice, Production)**
 - **Presentation:** Introduce tenses in context with a model text.
 - **Practice:** Controlled exercises like gap-fills, sentence transformations, and reordering events.
 - **Production:** Free-writing or speaking activities where students use the tenses in context.
5. **Contrastive Approach**
 - Compare the different narrative tenses explicitly, showing how they work together in storytelling.
 - Use a timeline to highlight when each tense is used.

Communicative Activities

1. **Picture Storytelling**
 - Show a series of pictures and ask students to create a story using different past tenses.
2. **Backwards Storytelling**
 - Give the ending of a story, and students must work backward to construct the events leading up to it.
3. **Two Truths and a Lie (Past Edition)**
 - Students write two true and one false personal past experience using narrative tenses. Others guess which one is false.
4. **Chain Stories**
 - One student starts a story with a past simple sentence. The next continues using past continuous or past perfect, and so on.
5. **News Reports & Witness Statements**
 - Give students a crime or accident scenario and have them write or role-play as journalists or witnesses using past tenses.
6. **Memory Challenge (What Happened Next?)**
 - Read a short narrative, remove key details, and have students reconstruct the story using correct tenses.

7. **Personal Anecdotes**

- Ask students to share a memorable experience using the correct narrative tenses.

8. **Dialogue Completion**

- Provide a conversation with missing verbs and have students complete it using the correct past tenses.

UNIT 3 GRAMMAR: ALTERNATIVES TO "IF"

Learning Strategies & Methodology

1. **Inductive Approach** – Present sentences using different conditional structures and let students discover the patterns before explaining the rules.
2. **Contrastive Analysis** – Compare "if" with its alternatives in context to highlight differences in meaning and usage.
3. **Task-Based Learning** – Engage students in real-life tasks where they naturally use conditional expressions.
4. **Communicative Approach** – Prioritize meaningful interaction, ensuring students use conditionals in discussions, problem-solving, and decision-making.
5. **Scaffolded Practice** – Start with controlled gap-fill exercises, move to guided sentence formation, then encourage freer production.

Communicative Activities

1. **"What Would You Do?" Role-Play**
 - Students take on roles (e.g., boss & employee, teacher & student) and use alternatives to "if" in negotiations (e.g., *You can take a day off provided that you finish your work*).
2. **Problem-Solving Scenarios**
 - Present dilemmas (e.g., "Your school wants to ban mobile phones. What conditions would make this acceptable?") and have students use conditionals to justify solutions.
3. **Conditional Story Chains**
 - Each student adds a sentence to a story using different conditional forms (e.g., *Supposing it rains, we'll stay inside. Unless we find shelter, we'll get wet*).
4. **Debates & Agreements**
 - Organize debates where students must negotiate using conditional phrases (*I'll support your idea as long as...*).
5. **Real-Life Applications**
 - Students write school rules, company policies, or competition terms using conditionals (e.g., *You can enter the contest on condition that you submit your work by Friday*).

6. Conditional Board Game

- Create a board game where students move forward only if they complete a sentence using the correct alternative to "if."

UNIT 3 VOCABULARY: DESCRIPTIVE VERBS

Learning Strategies:

1. Contextual Learning:

- Introduce these verbs through immersive, real-life contexts. Use videos or audio clips where these sounds occur (e.g., a fire crackling, a door creaking).
- Encourage students to listen for these specific sounds and match them with the corresponding verbs.

2. Sensory Engagement:

- Help students connect the verbs to their senses. Let them imagine the sounds and ask them how each sound feels, looks, or even smells. This makes the learning process more vivid and memorable.

3. Association and Word Mapping:

- Use mind maps to connect these verbs with associated nouns or situations. For example, *crackling* can be linked to a fire, *creaking* to a door, and *crunching* to walking on leaves.

4. Use of Multimedia:

- Incorporate pictures, sounds, and videos to help students visualize and auditory experience these actions.
- Create a multimedia dictionary where students find or record different sounds corresponding to each verb.

Activities:

1. Sound Detective:

- Play different sound effects (crackling fire, creaking wood, crunching leaves, etc.). Ask students to guess what they are hearing and then describe the sound with a specific verb.
- Follow up with a discussion about the sound's characteristics (sharp, soft, loud, etc.).

2. Matching Exercise:

- Provide students with a list of verbs (crack, creak, crunch, etc.) and a list of situations or objects. Have them match the correct verb to the situation (e.g., *crunch* for a car driving on gravel).

3. Onomatopoeia Exploration:

- Introduce the concept of onomatopoeia. Have students create their own onomatopoeic words and pair them with actions or sounds.

4. Storytelling with Sounds:

- Ask students to write a short story that includes as many descriptive verbs (like crackle, creak, crunch) as possible, using them to describe different actions in the story.

- You can provide prompts, such as “Write a story set in a spooky house with creaking floors” or “Describe a forest walk where everything crunches underfoot.”
- 5. **Miming/Charades:**
 - In pairs or small groups, have one student act out an action or sound while the others guess which descriptive verb it corresponds to. This can be done for sounds like *crackling*, *creaking*, etc.
- 6. **Sound + Action Board Game:**
 - Create a board game where each square has a situation or sound description. When students land on a square, they need to use a specific verb to describe what the sound would be. For example, “What sound would you hear in a storm?” (students might say “crackling thunder”).

Methodology:

1. **Task-Based Learning:**
 - Give students a real-world task that requires them to use descriptive verbs. For example, students can work in pairs to create an audio description of a natural scene (forest, beach, etc.), incorporating verbs like *crackle*, *creak*, and *crunch*.
2. **Scaffolding:**
 - Begin with simpler sounds and descriptions, then gradually increase the complexity as students become more familiar with using these verbs in different contexts.
3. **Collaborative Learning:**
 - Use group activities where students work together to brainstorm, identify, and describe sounds using appropriate descriptive verbs. This encourages peer learning and helps build vocabulary.

Communicative Activities:

1. **Descriptive Sound Pairs:**
 - In pairs, one student describes a sound using descriptive verbs (e.g., “It’s a soft, crackling sound”) while the other guesses what it is (e.g., fire).
2. **Sound Role-Playing:**
 - Have students act out situations (e.g., walking through a forest) while others listen and guess the verbs used to describe the sounds they create (e.g., *crunch* for stepping on dry leaves).
3. **Interactive Quiz:**
 - Create a quiz game where students listen to sounds and choose the correct verb to describe it from a list. This can be done in a fun, competitive format like Kahoot or Quizlet.

UNIT 3 VOCABULARY: PHRASAL VERBS

Learning Strategies:

1. **Contextual Learning:** Introduce phrasal verbs in the context of real-life problems, like "run into trouble," "break down," or "mess up," so students can relate them to their everyday experiences.
2. **Focus on Meaning and Form:** Emphasize the meaning of the phrasal verbs first, followed by their grammatical structure. For example, show how "run into" is separable ("run into a problem") versus "break down" (inseparable).
3. **Chunking:** Encourage students to learn phrasal verbs in meaningful groups related to types of problems (e.g., technical problems, personal issues, or organizational difficulties).

Methodology:

1. **Task-Based Learning (TBL):** Present students with a problem-solving task where they need to use phrasal verbs to discuss potential issues and solutions.
2. **Fluency over Accuracy:** In initial stages, allow students to focus on fluency in conversation rather than on perfect accuracy to boost confidence using phrasal verbs in real-life scenarios.
3. **Collaborative Learning:** Students can work in pairs or groups to brainstorm and role-play situations where they use phrasal verbs to describe problems and discuss solutions.

Communicative Activities:

1. **Problem-Solving Role Play:** Create scenarios where students have to act out problems and use phrasal verbs to describe them. For example, "You're trying to fix a broken computer, but it keeps freezing. Use the phrasal verbs to explain the situation."
2. **Storytelling with Phrasal Verbs:** Have students describe a problem they've faced recently, using a list of phrasal verbs related to problems. They can tell their stories in pairs and then share them with the class.
3. **Phrasal Verb Bingo:** Create bingo cards with phrasal verbs and their meanings. Call out sentences describing problems, and students must find the phrasal verb used to describe the problem.
4. **Phrasal Verb Problem Board:** Present different problems on a board (e.g., "The machine broke down" or "I ran into a serious issue"). Students work in groups to match phrasal verbs to the problems and then discuss how to resolve them.

UNIT 3 VOCABULARY: DEPENDENT PREPOSITIONS WITH ADJECTIVES

Learning Strategies:

1. **Contextualized Learning:** Introduce adjectives with dependent prepositions in context, such as through short dialogues, real-world examples, or stories. This helps students remember which prepositions pair with specific adjectives by seeing them in use.

2. **Visual Aids:** Use charts, flashcards, or images to highlight common adjective-preposition combinations. A visual approach can help students internalize these connections.
3. **Contrastive Analysis:** Compare adjectives in English that use prepositions with their counterparts in the students' native language. This can raise awareness of potential similarities or differences in usage.
4. **Chunking:** Teach adjectives and their prepositions as "chunks" or phrases. This helps students learn set phrases rather than individual words, aiding fluency and natural usage.

Methodology:

1. **Task-Based Language Teaching (TBLT):** Set real-life tasks for students where they need to use adjectives with prepositions, such as describing a situation or person, using adjectives like "interested in," "afraid of," etc.
2. **Discovery Learning:** Encourage students to figure out the prepositions that follow certain adjectives by giving them texts or dialogues to analyze. Let them work in pairs or groups to identify patterns and confirm the information.
3. **Interactive Grammar Approach:** Use communicative grammar activities that focus on producing correct structures in spontaneous conversations. This helps students apply adjectives with dependent prepositions in context.

Activities:

1. **Matching Game:** Create a set of cards with adjectives and prepositions. Students must match each adjective with the correct preposition, either individually or in groups. This could be turned into a competition to make it more dynamic.
2. **Fill-in-the-Blank:** Prepare sentences with missing adjectives or prepositions, such as "She's really ___ (interested) ___ history." Students fill in the blanks with the correct adjective and preposition pair.
3. **Role-Playing:** Create scenarios where students need to describe themselves, a friend, or a famous person using adjectives and prepositions. For example, "Describe your favourite celebrity using adjectives like 'good at,' 'known for,' and so on."
4. **Sentence Transformation:** Give students a list of simple sentences, and have them transform them by adding appropriate adjectives with prepositions. Example: "She is afraid" → "She is afraid of spiders."
5. **Adjective-Preposition Collocation Hunt:** Give students a reading passage or a set of sentences. Ask them to find as many adjective-preposition combinations as they can. Afterward, students can discuss which combinations are commonly used in the text.

Communicative Activities:

1. **Interview Practice:** Students interview each other using questions like "What are you interested in?" or "What are you afraid of?" The focus should be on forming correct adjective-preposition combinations.
2. **Find Someone Who...:** Create a worksheet with phrases like "Find someone who is interested in sports" or "Find someone who is afraid of heights." Students circulate, asking each other questions and filling in the information on the sheet.

3. **Adjective Bingo:** Create bingo cards with adjectives that are commonly followed by specific prepositions. As you call out sentences, students must find the corresponding adjective-preposition pair on their cards.

Speaking Activities

1. **Find Someone Who...** – Give students a list of statements (e.g., *Find someone who is interested in science*). They must walk around and find classmates who match the descriptions.
2. **Speed Dating Conversations** – Have students rotate and discuss different topics using adjective-preposition phrases (e.g., *What are you excited about this weekend?*).
3. **Two Truths and a Lie** – Each student writes three sentences using adjective-preposition pairs, two true and one false. Others guess the false one.

Role-Play & Games

4. **Advice Column Role-Play** – One student describes a problem (*I'm worried about my exams*), and the partner gives advice (*Don't be afraid of asking for help*).
5. **Board Race** – Write adjectives on the board, and in teams, students race to write the correct preposition next to each one.
6. **Preposition Challenge** – One student gives an adjective, and their partner must quickly provide a correct dependent preposition in under 5 seconds.

UNIT 4 GRAMMAR: FUTURE FORMS

Learning Strategies

1. **Contextual Learning** – Introduce future forms through real-life contexts, such as making plans, predictions, or spontaneous decisions.
2. **Contrastive Approach** – Compare different future forms (e.g., "will" vs. "going to" vs. present continuous for future) to highlight their nuances.
3. **Inductive Learning** – Provide examples first and guide students to discover the rules themselves.
4. **Personalization** – Encourage students to talk about their own plans and predictions using future forms.
5. **Task-Based Learning (TBL)** – Engage students in real-world tasks like planning an event or predicting future trends.

Methodology

- **Communicative Approach:** Focus on meaningful interaction rather than isolated grammar drills.
- **Lexical Approach:** Teach future-related collocations and expressions (e.g., "I'm about to leave," "By next year, I will have graduated").
- **PPP (Presentation, Practice, Production):** Present the form, practice it in guided exercises, then use it in free communication.

Communicative Activities

1. **Fortune Telling** (Predictions – "will" / "going to")
 - Students work in pairs. One is a fortune teller, and the other asks about their future.
2. **Weekend Plans** (Arrangements – Present Continuous)
 - Students discuss their weekend using present continuous for future plans.
3. **News Report from the Future** (Predictions – "will")
 - Students create a short news report about what the world will be like in 2050.
4. **Last-Minute Decision Game** (Spontaneous decisions – "will")
 - Present different scenarios (e.g., "You forgot your friend's birthday!") and have students react spontaneously.
5. **Travel Agency Role-Play** (Intentions – "going to")
 - One student is a travel agent, and the other is a customer planning a trip.
6. **Future Timeline Race** (Future Perfect / Future Continuous)
 - Give students a timeline (e.g., 2030, 2040, 2050) and ask them to write what they will have done or what they will be doing at each point.

UNIT 4 GRAMMAR:

FUTURE SIMPLE, FUTURE CONTINUOUS, FUTURE PERFECT, AND FUTURE PERFECT CONTINUOUS

Learning Strategies

- **Context-Based Learning** – Use real-life scenarios where students might use different future forms, such as making predictions, planning events, or imagining future changes.
- **Guided Discovery** – Provide sentences in context and ask students to analyze and deduce the rules rather than explaining them directly.
- **Contrastive Analysis** – Compare the future tenses with each other to highlight differences in usage.
- **Scaffolding** – Start with simpler tenses (Future Simple) and progressively move towards more complex forms (Future Perfect Continuous).
- **Personalization** – Encourage students to apply the structures to their own lives, such as talking about their future dreams or weekend plans.

Methodology

1. Presentation, Practice, Production (PPP)

- **Presentation:** Introduce the tenses using real-life examples, timelines, and context-based dialogues.
- **Practice:** Controlled exercises like gap-fills, matching, and sentence transformations.

- **Production:** Students create their own sentences, write short paragraphs, or have conversations using the tenses.

2. Task-Based Learning (TBL)

- Give students a meaningful task (e.g., planning a future event, making predictions about the world in 2050).
- They naturally use future forms to complete the task.
- Provide feedback and reinforce the correct usage.

3. Communicative Approach

- Emphasize speaking and interaction through discussions, role plays, and collaborative tasks.
- Focus on fluency first, then accuracy through error correction and feedback.

Communicative Activities

Future Simple

- **Fortune Teller Game** 🎮
 - One student plays a "fortune teller" and predicts the future using *will* (e.g., "You will travel to Italy next year!").
 - The other student reacts and asks follow-up questions.
- **Predict the News** 📰
 - Students write or discuss predictions for next week's news using *will* and *won't*.
- **Guess the Decision** 🗣️
 - One student mimes making a sudden decision, and the others guess what it is using *I think you will...*

Future Continuous

- **A Day in My Life – 2050** 🚀
 - Students describe a typical day in the year 2050 using *will be* + *V-ing* (e.g., "I will be driving a flying car").
- **Where Will You Be?** 📅
 - Give students different future times (e.g., "this time next week"), and they say what they will be doing.
- **Time-Travel Reporter** 🕒
 - A student plays a news reporter who time-traveled to next year and describes what people will be doing.

Future Perfect

- **Life Goals Timeline** 
 - Students create a personal timeline with milestones (e.g., "By 2030, I will have graduated from university").
- **Before You Turn 50...** 
 - Students write a list of things they *will have done* before turning 50 and share with the class.
- **World in 2050** 
 - Students make predictions about what the world will have achieved by 2050.

Future Perfect Continuous

- **How Long Will You Have Been...?** 
- Students predict how long they will have been doing certain activities by a future point (e.g., "By 2040, I will have been working as a teacher for 15 years").
- **Work Experience Challenge** 
- Students role-play a job interview where they talk about their future experience (e.g., "By next year, I will have been working here for five years").
- **Survivor Game** 
- Imagine they are stranded on an island. They discuss how long they *will have been surviving* there by a future date.

Mixed-Tense Communicative Activity

- **Future Tense Debate** 
- Students debate a future topic (e.g., "Will robots take over jobs?"). They must use a variety of future forms.
- **Crystal Ball Game** 
- Each student writes a question about the future (e.g., "Will we have colonized Mars by 2070?"). Other students answer using different future tenses.
- **Futuristic Interviews** 
- One student acts as a journalist in 2050 and interviews another about their achievements using *will have been* / *will have done* / *will be doing*.

UNIT 4 VOCABULARY: NOUN + PREPOSITION COLLOCATIONS

1. Learning Strategies

- **Noticing & Awareness:** Encourage learners to identify noun + preposition collocations in reading and listening materials.
- **Chunking:** Teach collocations as fixed phrases rather than individual words.
- **Contextual Learning:** Emphasize learning in meaningful contexts (e.g., health-related texts if working on SDG 3).

- **Recording & Reviewing:** Have students keep a **collocation notebook** with examples and contexts.
- **Personalization:** Ask students to create **sentences** or **short texts** using collocations related to their own lives.

2. Activities for Practicing Noun + Preposition Collocations

A. Discovery Activities

- **Collocation Hunt**
 - Give students a reading or listening text and ask them to find noun + preposition collocations.
 - Example: “**Concern about health**”, “**effect on the environment**”
- **Matching Activity**
 - Provide a list of nouns and a separate list of prepositions. Students match them correctly.
 - Example:
 - **Solution** → to
 - **Influence** → on
 - **Increase** → in
- **Gap-Fill Sentences**
 - Provide sentences with missing prepositions and have students complete them.
 - Example: *There is growing concern ____ climate change. (about)*

B. Controlled Practice

- **Categorization Task**
 - Give students a set of collocations and ask them to group them based on meaning (e.g., health, business, environment).
- **Collocation Bingo**
 - Create a Bingo card with nouns and read out prepositions in sentences. Students mark the correct collocation.
- **Error Correction**
 - Give sentences with incorrect prepositions and have students correct them.
 - Example: *He has a strong influence in his team. → He has a strong influence **on** his team.*

C. Communicative Activities

- **Conversation Prompts**
 - Give students prompts using noun + preposition collocations to discuss in pairs.
 - Example:
 - *What’s your opinion on the effect of social media on mental health?*
 - *Have you ever had difficulty with learning a new skill?*

- **Role-Play (Advice & Discussion)**
 - Scenario: A friend is **worried about** their health. Students give advice using collocations (e.g., *"I understand your concern about nutrition. You should..."*).
- **Writing a Short Blog or Diary Entry**
 - Assign students to write about a personal experience or a news article using at least five noun + preposition collocations.
 - Example: *"There is a growing **awareness of** mental health in schools."*
- **Information Gap Activity**
- Pair students and give each a different part of a text with missing prepositions. They must ask each other questions to complete it correctly.

Activities:

- **Collocation Matching:**
 - Prepare a list of nouns and prepositions on separate cards or a worksheet.
 - Have students match nouns with the correct preposition.
 - Discuss why certain prepositions go with specific nouns (e.g., "in trouble," "on purpose").
- **Fill-in-the-Blank Exercises:**
 - Create sentences with missing prepositions for students to fill in (e.g., "She has a lot of experience ____ marketing").
 - This can also be done as a cloze test with sentences from real-world contexts.
- **Collocation Sorting:**
 - Give students a list of nouns and prepositions. Have them sort them into categories such as "common collocations," "neutral collocations," and "less common collocations."
 - Discuss the reasoning behind their choices.
- **Contextual Role Play:**
 - Design role-play scenarios in which students have to use noun + preposition collocations naturally (e.g., a job interview, giving advice).
 - Provide some example collocations to help guide their conversations, such as "a solution to a problem" or "an interest in science."
- **Listening and Speaking Practice:**
 - Use listening activities, such as short conversations or podcasts, where students can hear noun + preposition collocations in natural contexts.
 - Afterward, engage students in speaking activities where they use the same collocations in their own sentences.
- **Sentence Transformation:**
 - Give students sentences with noun + preposition collocations. Have them transform the sentences by changing the noun or preposition (e.g., "She has an interest in sports" -> "She has an interest in art").
 - This helps them understand how collocations work in different contexts.

- **Real-World Materials:**
 - Have students read articles, advertisements, or excerpts from novels that contain noun + preposition collocations.
 - Encourage them to underline or highlight the collocations they find and then discuss their meanings and uses.

3. Methodology

- **Lexical Approach**
 - Emphasizes teaching collocations in **chunks** rather than single words.
- **Task-Based Learning (TBL)**
 - Students complete real-world tasks using noun + preposition collocations (e.g., **giving advice about health**).
- **Communicative Language Teaching (CLT)**
 - Focuses on **meaningful communication** rather than isolated drills.
- **Inductive Learning**
 - Instead of explaining the rule first, let students **discover** patterns in collocations through activities.
- **Context-Based Learning**
 - Use **authentic materials** (news articles, podcasts, TED talks) to expose learners to real-life examples.

UNIT 4 VOCABULARY: NOUNS AND VERBS WITH THE SAME SPELLING

Learning Strategies:

1. **Contextual Understanding:** Emphasize the importance of context in identifying whether a word is functioning as a noun or a verb. Encourage students to look at surrounding words, especially the subject and the verb in the sentence.
2. **Pronunciation Focus:** Highlight that nouns and verbs often have different stress patterns. In many cases, nouns have stress on the first syllable (e.g., **'record** as a noun), while verbs have stress on the second syllable (e.g., **re**cord**** as a verb).
3. **Word Forms:** Help students recognize the patterns of noun and verb forms, e.g., nouns might end in **-tion** (e.g., **information**) or **-ment** (e.g., **development**), whereas verbs may have different endings such as **-ify** or **-ize**.
4. **Collocation:** Teach students common verb-noun collocations to practice the different uses of the same word.

Methodology:

1. **Task-Based Learning:** Use tasks where students need to identify the noun or verb form from context. For instance, they could be given a short story or news article and asked to underline or highlight the nouns and verbs with the same spelling.
2. **Focus on Form and Function:** Conduct activities that focus on both the form and function of these words in sentences. It can be effective to compare how a word functions in both forms.
3. **Scaffolded Input:** Provide students with examples of both noun and verb uses of the same word before allowing them to practice. For example, show them a sentence with the word "**object**" as a noun ("She had an object on her desk.") and as a verb ("She objected to the decision.") and explain the difference.
4. **Controlled Practice:** Initially, provide controlled exercises where students have to choose between the noun or verb form based on the sentence.

Activities:

1. **Pronunciation Practice:** Focus on minimal pairs that demonstrate the difference in stress (e.g., **record** (noun) vs. **record** (verb)) and have students practice saying them aloud.
2. **Sentence Creation:** Have students write sentences using the same word in both noun and verb forms. For example, "I need to **record** the meeting" vs. "The **record** is on the shelf."
3. **Matching Game:** Create a matching activity where students match sentences with the correct noun or verb form of the word.
4. **Word Class Transformation:** Give students a list of words and ask them to change the word between noun and verb form. For example, transform "**permit**" (noun) to "**permit**" (verb), explaining how the function changes.
5. **Role-play:** Have students role-play situations where they have to use these words both as nouns and verbs. For instance, in a role-play about a business meeting, students can use the word "project" as a noun (a project they're discussing) and as a verb (they discuss how to project their plans).

Communicative Activities:

1. **Story Building:** In pairs or groups, students create short stories using the same word as both a noun and a verb. Afterward, they can share their stories with the class and discuss the different uses of the words.
2. **Debates:** Organize a short debate where students use verbs and nouns with the same spelling to make their points. For example, "I **object** to your idea!" vs. "My **object** is on the table."
3. **Word Exploration:** In groups, students pick a word with the same spelling as a noun and verb and explore how it can change depending on context. They can present their findings to the class.
4. **Interactive Quizzes:** Use quizzes or games (e.g., Kahoot) where students need to choose whether a word is being used as a noun or a verb in sentences.

4. Communicative Activities

A. Role-Plays

- Create real-life scenarios where students must use **dual-use words** appropriately.
 - Example: **Doctor-Patient Dialogue** (e.g., "I feel pain in my leg." / "This pain might be due to running too much.").

B. Storytelling Challenge

- Give students a set of words (e.g., "**plan**," "**visit**," "**travel**," "**walk**") and ask them to create a **short story using each as both a noun and a verb**.

C. Picture-Based Speaking

- Show pictures and have students describe what is happening using **both noun and verb forms** (e.g., a person running → "**He runs fast**" (verb) / "**He finished a 5K run**" (noun)).

D. Dictogloss

- Read a short passage containing **dual-use words** and have students **reconstruct it**, paying attention to how the words function.

UNIT 4 VOCABULARY: INTENSIFIERS

Learning Strategies:

1. **Contextualized Learning:** Introduce intensifiers in context (e.g., in dialogues, stories, or video clips) to show how they emphasize adjectives and adverbs. This will help students understand their function more clearly.
2. **Contrastive Analysis:** Highlight the difference between a sentence with an intensifier and one without it, so that students can understand how intensifiers impact meaning. For example:
 - "She is *really* nice" vs. "She is nice."
3. **Gradation Practice:** Show how intensifiers can scale the intensity of an adjective or adverb (e.g., "extremely," "quite," "really," "very") and explain their relative strength.
4. **Visual Aids:** Use charts or diagrams to show intensifier-adjective pairings, helping students see how the meaning of the adjective changes when different intensifiers are used.

Activities:**1. Intensifier Bingo:**

- Prepare bingo cards with different intensifiers (e.g., *absolutely*, *totally*, *quite*, *so*).
- Read out sentences without intensifiers and ask students to guess the correct intensifier to complete the sentence. They mark it on their cards. The first to get bingo wins.

2. Role-Playing:

- Assign students different characters or scenarios where they need to use intensifiers to convey their emotions or thoughts. For example: "You're extremely excited about meeting your favorite celebrity," or "You are really upset about missing an important event."
- Encourage students to use a range of intensifiers in their responses.

3. Intensifier Sorting:

- Provide students with a list of adjectives and adverbs and ask them to match them with appropriate intensifiers.
- For example: *enormous* – *really*, *interesting* – *quite*, *quickly* – *extremely*.

4. Guess the Intensity:

- Write some sentences on the board and have students guess the intensity of the description. For example, "She was *extremely* tired" vs. "She was *a bit* tired."

Methodology:

- 1. Task-Based Learning (TBL):** Use tasks where students need to focus on meaning first. For instance, have them write a short paragraph about their weekend and use intensifiers to make their descriptions more vivid. Then, have peer feedback to discuss how intensifiers were used.
- 2. Focus on Form:** After students have used intensifiers in context, have them reflect on the grammar of these words (e.g., placement in a sentence, comparisons between intensifiers). This can include correction activities or error analysis, where students look at incorrect sentences and fix them.
- 3. Interactive Lectures with Examples:** Start with a brief lecture or presentation on what intensifiers are and then give students plenty of examples to analyse. You can provide them with a list of intensifiers for them to categorize by strength (e.g., weak, moderate, strong).

Communicative Activities:**1. Survey and Report Back:**

- Have students conduct a survey where they ask each other about their preferences and hobbies using intensifiers. For example: "How much do you like music? Do you *really* love it, or do you *somewhat* like it?"
- Then, have them report back using intensifiers: "Most people *really* enjoy listening to music, while some *kind of* like it."

2. **Story Completion:**

- Provide students with the beginning of a short story and ask them to complete it, focusing on using intensifiers to convey the characters' emotions and actions.
- Example: "John was *very* happy to hear the news. He *absolutely* couldn't believe it when he saw his name on the list..."

3. **Intensifier Debate:**

- Have students participate in a debate, where they must use intensifiers to express their opinions. For example, "Is it *really* important to learn a second language?" or "Is the movie *totally* worth watching?"
- Encourage students to use a variety of intensifiers to support their arguments.

4. **Opinion Poll:** Students rate experiences (e.g., "How exciting was your last holiday?") and discuss using intensifiers.

5. **Storytelling with Intensifiers:** Students exaggerate a personal story using intensifiers.

6. **Role Play:** Scenarios like a food critic reviewing a restaurant or a journalist writing a dramatic news article with intensifiers.

UNIT 5 GRAMMAR: PASSIVE VOICE AND CAUSATIVE STRUCTURES

Learning Strategies

1. **Inductive Approach** – Present sentences in context and guide students to discover patterns (e.g., show active and passive sentences and ask them to notice differences).
2. **Contextual Learning** – Use real-life situations where passive and causative structures are naturally used (e.g., news reports, formal writing, advertisements).
3. **Comparative Learning** – Compare active and passive forms and causative structures with regular causation (e.g., "I repaired my car" vs. "I had my car repaired").
4. **Chunking** – Encourage students to learn common passive and causative phrases as chunks to increase fluency.
5. **Personalization** – Have students apply passive and causative structures to their own experiences.

Methodology

1. **Task-Based Learning (TBL)**

- Assign real-life tasks such as writing a newspaper article, preparing a report, or describing a service experience.

2. **Communicative Language Teaching (CLT)**

- Use role-plays, interviews, and discussions to encourage natural use of passive and causative structures.

3. Lexical Approach

- Focus on set phrases such as "be made of," "get something done," "have something fixed," etc.

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4. Flipped Classroom

- Have students explore the grammar at home via videos or readings, then practice in class with activities.

5. Error Analysis and Peer Correction

- Provide incorrect passive or causative sentences and have students correct them together.

Communicative Activities

1. Passive Voice Detective

- Give students a set of sentences (some in active, some in passive) and have them identify which are passive and explain why.

2. Newsroom Challenge

- Have students write and present news reports using passive voice (e.g., "A new law has been passed...").

3. Service Role-Play (Causative)

- One student is a customer, the other is a service provider (e.g., "I'd like to have my hair cut, please.").

4. Transformation Race

- Divide the class into teams and have them transform active sentences into passive or causative ones as quickly as possible.

5. Picture Storytelling

- Show a series of images depicting an event and have students describe what happened using passive and causative structures.

6. Mystery Scenario

- Create a detective-style game where students describe events that happened using the passive voice (e.g., "The window was broken, and the painting was stolen.").

7. Advertisement Project

- Students create ads for services using causative structures (e.g., "Get your car washed for only \$10!").

8. Interview a Professional

- Students act as journalists interviewing a professional (e.g., a chef, mechanic, or doctor) about what services they provide or have done for them.

UNIT 5 GRAMMAR: -ING AND INFINITIVE FORMS

1. Learning Strategies

☒ **Contextualization** – Teach in real-life contexts (e.g., hobbies, plans, emotions, preferences).

☒ **Chunking** – Group verbs with similar patterns (e.g., "like/love/enjoy" + -ing,

"want/hope/plan" + to-infinitive).

- ☒ **Noticing & Discovery** – Get students to notice patterns in texts and deduce rules.
- ☒ **Contrastive Analysis** – Highlight differences (e.g., "stop smoking" vs. "stop to smoke").
- ☒ **Personalization** – Have students use the structures in sentences about their own lives.
- ☒ **Error Correction & Reformulation** – Gently correct mistakes and model correct usage.

2. Methodology

◆ Presentation-Practice-Production (PPP)

- 1 Present: Use dialogues, videos, or texts highlighting -ING and infinitives.
- 2 Practice: Controlled exercises (gap-fill, matching, sorting).
- 3 Produce: Open-ended speaking/writing tasks.

◆ Task-Based Learning (TBL)

- Give students real-life tasks requiring these forms (e.g., planning an event, making decisions).
- Let them use the language naturally, then correct and refine usage.

◆ Inductive Approach (Discovery Learning)

- Give sentences with missing forms, let students deduce rules.
- Example: "I enjoy ____ (swim) in the sea."

3. Communicative Activities

A. Sorting & Categorization

- Provide a list of verbs and ask students to sort them into **-ING**, **to-infinitive**, and **both**.

B. Mingle Activity: "Find Someone Who..."

- Example: "Find someone who enjoys **playing** chess." (Students move around and ask each other questions.)

C. Role-Playing: "Giving Advice"

- Example: "My friend is sad. What should she do?" → "She should **try talking** to someone."

D. Debate: "Would You Rather?"

- Example: "Would you rather **go bungee jumping** or **try scuba diving**?"

E. Story Completion

- Start a story: "He decided **to go**..." and students continue using target structures.

F. Picture Prompts

- Show pictures and ask: "What does he like doing?" / "What does she want to do?"

G. Song Lyrics Gap-Fill

- Use songs with -ING and infinitives (e.g., "I want **to break** free" - Queen).

UNIT 5 VOCABULARY: GREEN" VOCABULARY**Learning Strategies:**

1. **Contextualization:** Introduce new vocabulary in relevant contexts, such as discussions on climate change, renewable energy, recycling, or conservation. This helps students see how the terms are used in real-world scenarios.
2. **Word Mapping:** Have students create mind maps or semantic maps linking green-related terms to their meanings, synonyms, antonyms, and related ideas. This helps deepen their understanding of the words.
3. **Personal Connection:** Encourage students to relate green vocabulary to their own lives (e.g., how they recycle, use energy, or engage in sustainable practices). This builds personal relevance for the vocabulary.

Activities:

1. **Environmental Debates:** Divide students into groups and assign them positions on environmental issues (e.g., "Should plastic be banned?"). They will use green vocabulary in their arguments. This promotes speaking and critical thinking.
2. **Eco-Friendly Project:** Have students design an eco-friendly product or a sustainability campaign and present it to the class using green vocabulary. This promotes creativity and practical application.
3. **Green Vocabulary Bingo:** Create bingo cards with environmental terms. As you read definitions or use the words in sentences, students mark off the words on their cards. This reinforces vocabulary while keeping the activity interactive.

Methodology:

1. **Task-Based Learning (TBL):** Set tasks that focus on using green vocabulary in meaningful contexts. For example, students could be asked to create a sustainable city plan, discussing energy sources, waste management, and green spaces.
2. **Content and Language Integrated Learning (CLIL):** Teach green vocabulary through content related to science, geography, or global issues. This helps students acquire new words while learning about environmental topics.
3. **Scaffolded Learning:** Introduce basic environmental vocabulary first and gradually move to more complex terms. Use visual aids, charts, or videos to help explain concepts.

Communicative Activities:

1. **Role Play:** Create scenarios where students role-play being environmental activists, government officials, or business owners. They could discuss policies for reducing carbon footprints or promoting green initiatives.
2. **Green News Report:** Have students read articles about environmental issues and summarize them in a news report. They could work in pairs or groups, practicing both speaking and listening skills while using green vocabulary.
3. **Environmental Surveys:** Students can create a survey on sustainable habits (e.g., how often people recycle, use public transport, or save energy) and interview classmates. Afterward, they can present the results and discuss vocabulary like "carbon footprint," "renewable energy," or "sustainability."

UNIT 5 VOCABULARY: DESCRIBING AREAS OF A CITY

1. Learning Strategies

- ✓ **Contextual Learning:** Introduce vocabulary in context through maps, descriptions, and real-life examples.
- ✓ **Categorization:** Group words into categories (e.g., residential, commercial, historical, green spaces).
- ✓ **Use of Visuals:** Use city maps, pictures, and infographics to associate words with images.
- ✓ **Personalization:** Encourage students to describe their own neighborhood or favorite city areas.
- ✓ **Mnemonic Techniques:** Use acronyms, rhymes, or word associations to help memorization.

2. Activities to Teach Vocabulary

 **City Mapping:** Provide a blank city map and have students label different areas (e.g., downtown, suburbs, industrial zone).

 **Role Play:** Assign roles (e.g., real estate agents, tourists, urban planners) where students describe areas of a city.

 **Draw & Describe:** Students draw a part of a city and describe it to their classmates.

 **Scavenger Hunt:** Give students a list of city-related words and have them find real-world examples in pictures or around their city.

 **Photo Storytelling:** Students bring pictures of different urban areas and explain what makes them unique.

3. Methodology

 **Task-Based Learning (TBL):**

- Task: Plan a tourist itinerary for a visitor in your city.
- Process: Students use vocabulary to describe different areas and explain why they are worth visiting.

 **Lexical Approach:**

- Teach city-related collocations (e.g., "bustling market," "quiet suburb," "historic landmark").
- Encourage students to recognize and use chunks of language rather than isolated words.

 **Communicative Language Teaching (CLT):**

- Focus on interaction-based tasks, such as asking for and giving directions, describing places, or recommending areas to live in.

4. Communicative Activities

 **Information Gap:**

- One student has a map with landmarks labelled, and the other has an unlabelled map. They must describe and locate places together.

Virtual City Tour:

- Students research and present different areas of a famous city, using descriptive vocabulary.

Persuasive Speech:

- Students act as city promoters and give a speech on why tourists should visit their city.

Find Someone Who:

- A mingling activity where students ask classmates about their favourite city areas and why they like them.

Discussion Questions:

- What makes a great neighbourhood?
- Would you prefer to live in a historic district or a modern city centre? Why?

UNIT 5 VOCABULARY: PREFIXES

1. Focus on Meaning through Context

- **Activity:** Present students with a list of words with prefixes, such as "unhappy," "impossible," "revisit," etc. Ask students to guess the meanings of the words based on context (e.g., short stories, sentences).
- **Methodology:** Use an inductive approach where students deduce the meaning of prefixes through examples, rather than memorizing them upfront.

2. Word Formation and Word Families

- **Activity:** Provide students with a root word and ask them to create as many new words as possible by adding different prefixes (e.g., "legal": illegal, legality, legalize, etc.).
- **Methodology:** Focus on word families to show how prefixes can change the meaning of the base word. Use a word tree or map to visually demonstrate relationships between words.

3. Matching Prefixes with Definitions

- **Activity:** Create a matching exercise where students match prefixes to their meanings and then use the prefixes in context. For example:
 - **Prefix:** "un-" / **Meaning:** not
 - **Word:** "untidy"
- **Methodology:** Use scaffolding techniques, providing examples first and then moving to more challenging activities.

4. Prefix Sorts

- **Activity:** Prepare a set of words, some with prefixes and some without. Ask students to sort the words into categories based on prefixes. After sorting, they can discuss the function and meaning of the prefixes.
- **Methodology:** This hands-on activity allows students to visually organize and understand prefixes through categorization.

5. Contextualized Reading

- **Activity:** Have students read short texts that feature words with prefixes. After reading, they can underline the prefixes, look up unknown words, and discuss how the prefix affects the meaning of the word.
- **Methodology:** Use a communicative approach by encouraging students to discuss the text with a partner or in groups, focusing on how prefixes modify the meaning of the text.

6. Prefix Bingo

- **Activity:** Create a bingo game with words that contain different prefixes. Students will listen to the teacher call out the definition of a word and mark the corresponding word on their bingo cards.
- **Methodology:** Use gamification to make learning prefixes enjoyable and motivate students through friendly competition.

7. Prefix Story Creation

- **Activity:** Have students write short stories or dialogues using words with specific prefixes. Afterward, students can share their stories with the class.
- **Methodology:** Encourage creative writing to give students a meaningful way to use new vocabulary and reinforce the role of prefixes in forming words.

8. Peer Teaching

- **Activity:** Assign each student a prefix to research. After researching the meaning and usage, they teach their peers about the prefix through a short presentation or a mini lesson.
- **Methodology:** Promote collaborative learning, which helps reinforce the material through peer explanations.

9. Prefix Jeopardy

- **Activity:** Set up a Jeopardy-style quiz game where students answer questions about the meanings of prefixes or provide examples of words using specific prefixes.
- **Methodology:** Use competition and peer collaboration to engage students in learning while reinforcing the material in an interactive way.

10. Use of Technology

- **Activity:** Utilize apps or online platforms (such as Quizlet) for students to practice prefixes in a digital format. Create flashcards with words and prefixes, and have students play matching games or quizzes.
- **Methodology:** Incorporate technology to offer a dynamic and engaging way to reinforce learning outside of the classroom.

11. Word Building Challenges

- **Activity:** Challenge students to form as many words as possible using a given prefix within a set time frame. This encourages fast thinking and reinforces how prefixes change the meaning of words.
- **Methodology:** Use time constraints to create a sense of urgency, encouraging students to recall information quickly.

1. Learning Strategies for Teaching Prefixes

- **Noticing and Categorization:** Encourage students to identify and group prefixes based on meaning (e.g., **un-**, **dis-**, **re-** for negation, reversal, repetition).
- **Word-Part Awareness:** Teach learners to break down words into prefix + root to understand meaning.
- **Guessing from Context:** Provide sentences with unknown words that contain prefixes, prompting learners to infer meaning.
- **Visualization and Association:** Use images, analogies, or real-life connections to help students remember prefixes.
- **Mnemonic Devices:** Use memory aids like acronyms or rhymes (e.g., “**Pre-** means before, like preview a show before it starts.”)
- **Word Families & Morphology:** Teach prefixes as part of larger word families (e.g., *happy* → *unhappy* → *happiness*).

2. Activities for Teaching Prefixes

A. Vocabulary Building Activities

- **Prefix Sorting Game:** Give students word cards and ask them to sort words by prefix meaning.
- **Match the Prefix:** Provide roots and prefixes separately, and have students match them to form words.
- **Prefix Bingo:** Use a bingo card with prefixes and call out words; students mark the correct prefix.
- **Prefix Hunt:** Ask students to find words with prefixes in newspapers, books, or online articles.

B. Interactive and Kinesthetics Activities

- **Prefix Relay Race:** Divide students into teams. Write prefixes and root words on different cards. Teams race to match correct prefixes and roots.
- **Human Prefix Chain:** One student wears a prefix card, another wears a root word card, and they form words together.
- **Act It Out:** Students act out words with prefixes (e.g., *rewrite* → miming writing again, *disappear* → vanishing).

C. Digital & Tech-Based Activities

- **Online Word Formation Games:** Use Quizlet, Kahoot, or Wordwall for interactive prefix exercises.
- **Create a Digital Prefix Glossary:** Students make an online dictionary with prefix-based words and definitions.
- **AI or Chatbot Activities:** Use AI tools to generate sentences with prefixes and have students analyse their meanings.

3. Methodology for Teaching Prefixes

- **Inductive Approach (Discovery Learning):** Provide examples of words with prefixes and ask students to deduce meanings.
- **Deductive Approach (Explicit Teaching):** Teach prefixes directly with rules and examples, followed by exercises.
- **Lexical Approach:** Focus on chunks of language and commonly used prefixed words in context.
- **Task-Based Learning (TBLT):** Engage students in real-world tasks requiring prefix knowledge (e.g., writing job ads with “re-” words like *rewrite*, *redesign*).
- **Content-Based Instruction (CBI):** Teach prefixes within topics like health (*unhealthy*, *misdiagnose*), technology (*reboot*, *upload*), or environment (*recycle*, *biodegrade*).

4. Communicative Activities for Teaching Prefixes

- **Discussion & Debate:** Give students statements using prefixed words (e.g., “*Misinformation spreads faster than real news.*”). Let them debate using more prefixed words.
- **Storytelling with Prefixes:** Give students a set of prefixes and root words to create a short story using as many as possible.
- **Problem-Solving Tasks:** Give real-life scenarios requiring prefixed words (e.g., “Your phone doesn’t work. Should you *reboot* or *replace* it?”).
- **Interview Activity:** One student describes a situation (e.g., a bad restaurant experience), and the other responds using a prefix (“*So, they misunderstood your order?*”).

- **Role-Playing with Prefixes:** Assign students roles (e.g., doctor, patient) and have them use health-related prefixes in conversation (*"I think I misdiagnosed the patient."*).

UNIT 6 GRAMMAR: OBLIGATION, PROHIBITION, AND PERMISSION

Learning Strategies

1. **Contextual Learning:** Use real-life situations where students must express rules, responsibilities, or permissions (e.g., school rules, workplace policies).
2. **Visual Aids:** Use signs, posters, and symbols to represent obligation (must/have to), prohibition (mustn't/can't), and permission (can/may/allowed to).
3. **Discovery Approach:** Give students example sentences and have them analyse and deduce the rules before formal instruction.
4. **Comparison Tables:** Show the differences between modal verbs (must vs. have to, can vs. may) in different contexts.
5. **Personalization:** Ask students to relate rules to their own lives (e.g., family, school, social norms).

Methodology

- **Task-Based Learning (TBL):** Have students complete a task where they must create and enforce rules (e.g., designing school policies).
- **Communicative Approach:** Encourage real-life communication through role-plays, discussions, and problem-solving activities.
- **Lexical Approach:** Focus on collocations and phrases (e.g., "You are not allowed to...", "You have to...", "You mustn't...").
- **Inductive Teaching:** Present authentic examples and let students infer rules before explicit explanations.
- **Gamification:** Use interactive games such as quizzes, board games, or Kahoot! challenges.

Communicative Activities

1. **Classroom Rules Debate:** Divide students into groups and let them suggest and justify new classroom rules using modals.
2. **Role-Play Scenarios:** Assign roles (e.g., police officer, teacher, employer) and have students enforce and explain rules.
3. **Board Game - Rule Maker:** Students roll a dice and land on different locations (e.g., library, cinema, workplace), where they must state the obligations, prohibitions, and permissions.
4. **Problem-Solving Task:** Give a scenario (e.g., planning a school trip) and have students negotiate rules using modal verbs.
5. **Law & Order Simulation:** Students act as lawmakers and create laws for a fictional country, using must, mustn't, can, etc.
6. **Guess the Rule:** Show pictures of different places (e.g., hospital, airport) and have students guess the rules.
7. **Interview Task:** Students interview each other about rules at home, school, or work.

8. **Songs & Movies:** Use clips or lyrics that include modals (e.g., "You Can't Always Get What You Want" by The Rolling Stones) and analyze usage.

UNIT 6 GRAMMAR: ARTICLES (A, AN, THE, ZERO ARTICLE)

1. Learning Strategies

- **Noticing & Awareness:** Encourage students to notice how native speakers use articles in authentic texts (news articles, stories, dialogues).
- **Categorization:** Have students classify nouns (countable vs. uncountable, specific vs. general) to determine article use.
- **Chunking:** Teach articles in fixed phrases (e.g., "at the airport," "a piece of advice") to promote natural usage.
- **Context-Based Learning:** Emphasize how meaning changes with different articles (e.g., "a doctor" vs. "the doctor").
- **Error Analysis:** Have students correct mistakes in article use from real examples.

2. Methodologies

- **Inductive Approach:** Present sentences with different articles in context and ask students to deduce the rules.
- **Communicative Language Teaching (CLT):** Focus on meaningful communication rather than just grammar rules.
- **Task-Based Learning (TBL):** Give students real-world tasks where they naturally need to use articles.
- **Contrastive Analysis:** Compare article use in English with their native language (if applicable).
- **Guided Discovery:** Provide examples and leading questions to help students discover article rules themselves.

3. Communicative Activities

A. Sorting & Categorization

- Give students a list of nouns and ask them to place them into categories (e.g., countable/uncountable, specific/general).
- Example: Apple → "an apple," Advice → "no article."

B. Spot the Mistake

- Provide sentences with incorrect article usage and have students correct them.
- Example: "I saw a Eiffel Tower yesterday." → "I saw the Eiffel Tower yesterday."

C. Picture-Based Discussion

- Show students images and ask them to describe them using correct articles.
- Example: "Describe what's in the picture using 'a,' 'an,' or 'the'."

D. Story Completion

- Give students a short text with missing articles and ask them to fill in the blanks.
- Example: "Yesterday, I saw ____ cat on ____ street."

E. Find the Rule

- Give students examples of sentences with articles in context and ask them to derive the rules.

F. Role-Playing

- Assign students roles (e.g., a tourist asking for directions) where they must use articles naturally.

G. Article Relay Game

- Students work in teams to complete sentences using the correct articles as fast as possible.

H. Headlines vs. Full Sentences

- Show students news headlines (which often omit articles) and ask them to rewrite them in full sentences.

UNIT 6 VOCABULARY: EDUCATION**Learning Strategies**

1. **Contextual Learning** – Introduce education-related vocabulary in real-life school scenarios (e.g., discussing school subjects, classroom objects, learning styles).
2. **Word Mapping** – Use mind maps to connect education terms (e.g., "types of schools," "teaching methods," "academic achievements").
3. **Collocations & Phrases** – Teach common collocations like "higher education," "academic performance," or "class participation."
4. **Mnemonic Devices** – Encourage memory aids such as acronyms (e.g., "STEM" for Science, Technology, Engineering, and Math).
5. **Categorization** – Group words by themes like school types (primary, secondary, university), learning styles (visual, auditory), and assessment methods (exam, coursework, grading).
6. **Use of Authentic Materials** – Bring in real-world materials such as school timetables, university brochures, or academic articles.

Methodologies

1. **Task-Based Learning (TBL)** – Students complete a task (e.g., designing a school curriculum) while using relevant vocabulary.
2. **Lexical Approach** – Focus on teaching chunks of language rather than isolated words (e.g., “attend a lecture” rather than just “lecture”).
3. **Project-Based Learning** – Assign projects like researching different education systems and presenting findings using new vocabulary.
4. **CLIL (Content and Language Integrated Learning)** – Teach vocabulary through subjects like history or science to integrate content and language.
5. **Discovery Learning** – Have students deduce meanings from context instead of direct instruction.

Communicative Activities

1. **Role-Playing** – Students act as teachers, students, or principals in classroom scenarios.
2. **Debates** – Topics like "Should students wear uniforms?" or "Online vs. Traditional Education" encourage vocabulary use.
3. **School Fair Simulation** – Groups create posters and presentations for an imaginary school (subjects, facilities, extracurricular activities).
4. **Peer Interviews** – Students ask each other about their ideal school, favorite subjects, or preferred learning styles.
5. **Guess the Word** – One student describes an education-related word (e.g., "homework," "scholarship") while others guess.
6. **Storytelling** – Have students narrate their most memorable school experience using target vocabulary.
7. **Board Game or Quiz** – Create an education-themed vocabulary quiz or a board game where students answer questions to progress.

UNIT 6 VOCABULARY: COMPOUND ADJECTIVES

Learning Strategies for Teaching Compound Adjectives

1. **Context-Based Learning** – Introduce compound adjectives in real-life situations, such as describing people, places, or objects.
2. **Word Formation Awareness** – Teach students how compound adjectives are formed (e.g., number + noun, adjective + past participle).
3. **Categorization** – Have students group compound adjectives by type (e.g., age-related: "ten-year-old", colour-related: "blue-eyed").
4. **Memory Techniques** – Use mnemonics, visual imagery, and association to help students retain compound adjectives.
5. **Chunking & Collocations** – Encourage students to learn compound adjectives as fixed expressions rather than separate words.

Methodology

1. **Inductive Approach** – Present sentences with compound adjectives and have students infer the rule.
2. **Deductive Approach** – Explain the formation rules first, then provide exercises for practice.
3. **Task-Based Learning (TBL)** – Use compound adjectives in meaningful tasks such as creating character descriptions.
4. **Lexical Approach** – Emphasize compound adjectives as vocabulary chunks and highlight their usage in authentic texts.
5. **Gamification** – Incorporate games and competitions to make learning engaging and interactive.

Communicative Activities

1. **Guess the Celebrity** – Students describe a famous person using compound adjectives (e.g., “He is a well-known actor with a good-looking face”).
2. **Photo Descriptions** – Show images of people, objects, or places and have students describe them using compound adjectives.
3. **Compound Adjective Chain Story** – One student starts a story with a sentence using a compound adjective, and the next continues it.
4. **Adjective Auction** – Write different compound adjectives on slips of paper. Students “bid” for the ones they think are most useful in describing a given topic.
5. **Speed Dating Descriptions** – Students rotate partners, describing themselves or fictional characters with compound adjectives in a short amount of time.
6. **Match & Create** – Provide two lists (first part & second part of compound adjectives) and have students match them to form correct words, then use them in sentences.
7. **Taboo Game** – One student picks a word (e.g., “tight-fitting”), and others have to guess it based on a definition or synonym without using the actual word.

UNIT 6 VOCABULARY: PHRASES WITH "MAKE" AND "DO"

Learning Strategies

1. **Chunking** – Encourage students to learn “make” and “do” phrases as fixed chunks rather than individual words.
2. **Collocation Tables** – Provide lists or charts categorizing phrases (e.g., “do homework” vs. “make a decision”).
3. **Mnemonic Devices** – Use memory tricks, such as “MAKE involves creation or production, while DO refers to actions or tasks.”
4. **Context-Based Learning** – Teach phrases in meaningful contexts, such as daily routines or work-related tasks.

5. **Lexical Approach** – Focus on recognizing and using common expressions naturally instead of just memorization.

Methodology

- **Inductive Learning:** Present sentences with "make" and "do" in context and have students identify patterns before explaining the rules.
- **Contrastive Analysis:** Compare phrases that might confuse learners (e.g., "do a favour" vs. "make a promise").
- **Task-Based Learning (TBL):** Design real-life tasks requiring the use of these phrases.
- **Error Correction and Peer Feedback:** Have students correct each other's mistakes in context.

Communicative Activities

1. **Sorting Game:** Give students a list of mixed "make" and "do" phrases and have them categorize them correctly.
2. **Gap-Fill Exercises:** Provide sentences with blanks where students must insert the correct verb.
3. **Role-Playing Scenarios:** Assign real-life situations where students naturally use the phrases (e.g., making arrangements, doing chores).
4. **Board Races:** Write "make" and "do" on the board; students run to write as many correct phrases as possible under each.
5. **Collocation Bingo:** Create bingo cards with "make" and "do" phrases; students mark off words they hear in conversation.
6. **Error Detection Game:** Provide sentences with incorrect "make" and "do" usage and have students correct them.
7. **Storytelling Challenge:** Students must tell a short story using at least five phrases with "make" and "do."
8. **Classroom Survey:** Students ask each other questions using these phrases (e.g., "Do you usually make your bed in the morning?").

UNIT 7 GRAMMAR: FIRST CONDITIONALS WITH DIFFERENT FUTURE FORMS AND UNREAL CONDITIONALS

Learning Strategies

1. **Contextualization** – Present conditionals through real-life situations, such as predicting weather outcomes or imagining alternate realities.
2. **Contrastive Analysis** – Compare different conditional structures (e.g., first vs. second conditional) to highlight meaning and use.
3. **Chunking & Pattern Recognition** – Teach common phrases used in conditionals (e.g., "If you study hard, you will pass" vs. "If I were you, I would...").
4. **Guided Discovery** – Allow students to find patterns through example sentences before presenting rules explicitly.
5. **Personalization** – Encourage students to create sentences about their own lives using target structures.

Methodology

1. **Inductive Approach** – Provide multiple examples and guide students to deduce the rules.
2. **Task-Based Learning (TBL)** – Have students use conditionals in problem-solving tasks.
3. **Communicative Language Teaching (CLT)** – Focus on fluency and real-world applications rather than just accuracy.
4. **Flipped Classroom** – Provide grammar explanations as homework and focus on practice in class.
5. **Contrastive Drills** – Help students practice forming conditionals correctly in both oral and written forms.

Communicative Activities

1. **Prediction Game** (First Conditional + Future Forms)
 - Students make predictions about each other's future using different future forms.
 - Example: "If you keep practicing, you will become a great musician."
2. **Role-Playing Advice Scenarios** (Unreal Conditionals)
 - Students act out advice-giving scenarios using the second conditional.
 - Example: "If I were you, I would save more money."
3. **What If...? Game** (Second Conditional)
 - Give students hypothetical situations and have them respond.
 - Example: "What would you do if you won the lottery?"
4. **Chain Conditionals**
 - One student starts with a conditional sentence, and the next student continues with a new conditional based on the previous one.
 - Example: "If I wake up early, I will go jogging." → "If I go jogging, I will feel energetic."
5. **Song Lyrics Analysis**
 - Use songs that contain conditionals (e.g., "If I Were a Boy" by Beyoncé) and analyse the structure.
6. **Debates & Discussions** (Unreal Conditionals)
 - Students discuss "What if" scenarios related to global issues or historical events.
 - Example: "What would have happened if humans had never invented the internet?"
7. **Conditional Board Game**
 - Create a board game where students must complete conditional sentences correctly to advance.
8. **Conditional Story Writing**
 - Students write a short story using a mix of first and second conditionals.

UNIT 7 GRAMMAR: WISH AND IF ONLY

Learning Strategies:

1. **Contextualization:** Provide context through stories, personal experiences, or current events that highlight regret, desire, or hypothetical situations. This helps students understand when and why **wish** and **if only** are used.
2. **Contrastive Analysis:** Focus on the difference between **wish** and **if only**, helping students distinguish between:
 - **Wish** for present/future (e.g., *I wish I were taller.*)
 - **Wish** for past (e.g., *I wish I had studied harder.*)
 - **If only** for regret (e.g., *If only I had known about the meeting.*)
3. **Visual Aids:** Use timelines or diagrams to illustrate the different tenses used with **wish** and **if only**. This can help students understand the time reference more clearly.

Methodology:

1. **Inductive Approach:** Start by presenting examples with gaps for students to fill in (e.g., *I wish I ____ (go) to the party yesterday*) to encourage them to infer the rules based on context.
2. **Task-based Learning:** Set tasks where students need to express regrets or wishes about different topics (e.g., wishes about their life, career, or the environment).
3. **Error Analysis:** Present students with incorrect examples (e.g., *I wish I will be there*) and have them identify and correct the mistakes.

Communicative Activities:

1. **Role-plays:** Have students role-play situations where they express regrets or wishes, such as:
 - **Regrets about the past:** "If only I hadn't forgotten your birthday."
 - **Wishes for the present/future:** "I wish I could travel around the world."
2. **Wish and Regret Chain Game:** In pairs or small groups, students take turns making statements about their wishes or regrets. Each student must use **wish** or **if only** to respond to the previous student's sentence.
 - *Student 1:* "I wish I knew how to play the piano."
 - *Student 2:* "If only I had taken piano lessons when I was younger."
 - *Student 3:* "I wish I had more time to practice."
3. **Problem-solving activity:** Present a scenario (e.g., "You missed a flight." "You didn't study for an important exam.") and have students discuss what they would wish or regret about it using **wish** or **if only**.
4. **Personal Reflection:** Ask students to write or share orally about a regret or a wish, either for themselves or for the world (e.g., "What would you change if you could?" or "If only I could meet my idol...").
5. **Story Completion:** Give students a short story with missing parts where they have to complete the story using **wish** or **if only** statements based on the context.

UNIT 7 VOCABULARY: VERBS TO DESCRIBE CHANGE

Learning Strategies & Methodology

1. **Contextual Learning:** Introduce the verbs through real-world examples (e.g., urban development, business changes, life transitions).
2. **Lexical Approach:** Teach these verbs in collocations and phrases (e.g., “demolish a building,” “relocate a business”).
3. **Task-Based Learning (TBL):** Engage students in problem-solving tasks where they have to use these verbs.
4. **Contrast & Categorization:** Have students classify verbs into positive, negative, or neutral changes.
5. **Storytelling & Narrative Building:** Encourage students to create a story using a sequence of changes (e.g., a city evolving over time).

Communicative Activities

1. **City Planning Debate:** Students act as urban planners discussing which buildings to construct, demolish, or relocate in a city map.
2. **Before & After Descriptions:** Show pictures of places before and after a major change (e.g., old vs. modern city) and have students describe the transformations using target verbs.
3. **News Report Role-Play:** Students pretend to be journalists reporting on a major change (e.g., “The government has decided to relocate the historic monument”).
4. **Timeline of Change:** Give students a historical timeline of an area or company and have them describe the changes using the target verbs.
5. **Collaborative Storytelling:** One student starts a story with a change (e.g., “The town constructed a new shopping mall”), and others continue adding more changes.
6. **Transformation Interviews:** Students interview each other about major life changes (e.g., moving cities, career changes) using target verbs.

UNIT 7 VOCABULARY: THREE-PART PHRASAL VERBS

Learning Strategies

1. **Context-Based Learning** – Introduce three-part phrasal verbs (e.g., “put up with,” “run out of”) in meaningful sentences and real-life contexts.
2. **Chunking** – Teach phrasal verbs as fixed expressions rather than separate words, helping students recognize them as single lexical units.
3. **Mnemonic Devices** – Use memory techniques like acronyms, visual imagery, or stories to help students recall meanings.
4. **Categorization** – Group phrasal verbs by theme (e.g., relationships, work, daily routines) to make them easier to remember.
5. **Collocations & Patterns** – Show how these phrasal verbs naturally combine with specific nouns or pronouns.
6. **Personalization** – Encourage students to use phrasal verbs in their own sentences to make the learning experience more relevant.

Methodology

- **Inductive Approach:** Present phrasal verbs in context (e.g., dialogues, stories) and guide students to discover meanings.
- **Lexical Approach:** Treat phrasal verbs as vocabulary chunks rather than separate words, reinforcing natural usage.
- **Task-Based Learning:** Engage students in meaningful tasks where they naturally use phrasal verbs (e.g., problem-solving activities, storytelling).
- **Contrastive Analysis:** Compare three-part phrasal verbs with equivalent single-word verbs (e.g., "run out of" vs. "exhaust").

Communicative Activities

1. **Storytelling Chain** – Students take turns adding to a story, using a given three-part phrasal verb in context.
2. **Role-Plays** – Assign students real-life scenarios (e.g., customer service, giving advice) where they must use phrasal verbs.
3. **Phrasal Verb Bingo** – Create bingo cards with three-part phrasal verbs; students mark them off as they hear them in a conversation or story.
4. **Board Race** – Write phrasal verbs on the board, and students race to match them with correct meanings or example sentences.
5. **Card Matching** – Provide sets of cards (one with the phrasal verb, one with its meaning) and have students match them.
6. **Gap-Fill Dialogues** – Give students dialogues with missing three-part phrasal verbs and let them complete them using context.
7. **Interview Game** – Students interview each other with pre-prepared questions that include three-part phrasal verbs.
8. **Sentence Transformation** – Students rewrite sentences using three-part phrasal verbs to replace formal alternatives.
9. **Find Someone Who...** – A mingling activity where students find classmates who can relate to statements using three-part phrasal verbs (e.g., "Find someone who has run out of money before.").
10. **Hot Seat** – One student sits in the "hot seat" with their back to the board while classmates give clues about a three-part phrasal verb written behind them.

UNIT 7 VOCABULARY: COMPOUND NOUNS

Learning Strategies

1. **Chunking:** Encourage students to learn compound nouns as fixed expressions rather than separate words.
2. **Visualization:** Use images or mind maps to help students associate words and their meanings.
3. **Contextual Learning:** Teach compound nouns in context rather than in isolation (e.g., through reading or listening tasks).
4. **Word Formation Awareness:** Highlight how compound nouns are formed (noun + noun, adjective + noun, verb + noun, etc.).
5. **Noticing Patterns:** Guide students to recognize common patterns (e.g., "toothpaste," "sunlight," "classroom").

6. **Personalization:** Have students relate new compound nouns to their own experiences to enhance retention.

Methodology

- **Task-Based Learning (TBL):** Design real-life tasks where students use compound nouns naturally.
- **Lexical Approach:** Emphasize word combinations and encourage students to recognize compound nouns as meaningful chunks.
- **Inductive Learning:** Present examples and let students deduce the formation rules.
- **Contrastive Analysis:** Compare compound nouns in English with those in students' native language (if applicable) to identify similarities and differences.

Communicative Activities

1. **Picture Matching:** Provide images and ask students to match them with compound nouns (e.g., a drawing of a "firefighter").
2. **Compound Noun Riddles:** Give clues about a compound noun and have students guess (e.g., "I shine in the sky during the day" → "sunlight").
3. **Categorization Game:** Provide a mix of words and ask students to combine them into correct compound nouns.
4. **Create-a-Story:** Give students a set of compound nouns and have them write a short story incorporating them.
5. **Memory Challenge:** Display compound nouns for a short time, then remove them and ask students to recall them.
6. **Taboo Game:** One student describes a compound noun without using its two base words, and others guess.
7. **Word Puzzle Race:** Give students the first and second halves of compound nouns and have them find their matches in a race format.
8. **Role Play:** Set up scenarios where students naturally use compound nouns (e.g., a shopping trip where they need to buy "toothpaste," "sunglasses," etc.).
9. **Word Formation Relay:** Students form new compound nouns by adding words to an existing base (e.g., "book" → "bookstore," "notebook").
10. **Odd One Out:** Present groups of three words where two form a compound noun and one does not; students identify the odd one.

UNIT 8 GRAMMAR: PAST MODALS OF DEDUCTION

1. Learning Strategies

- **Contextual Learning:** Use real-life scenarios, mystery stories, or historical events to help students deduce past events.
- **Guided Discovery:** Provide examples in context and let students analyze the meaning before explaining the rule.
- **Contrastive Analysis:** Compare past modals of deduction with present/future modals to reinforce differences.
- **Personalization:** Encourage students to apply past modals to their own experiences (e.g., "I must have left my keys at home").

2. Methodology

- **Inductive Approach:** Start with examples in real-life situations and guide students to formulate the rules.
- **Task-Based Learning (TBL):** Give students tasks like solving a mystery or discussing historical events using past modals.
- **Error Correction with Reformulation:** Let students express deductions naturally, then model correct forms.
- **Drama and Role-Play:** Have students act out scenarios and use past modals to deduce what happened.

3. Activities

A. Mystery & Crime Solving

- Provide students with a short detective story or a crime scene description.
- Ask them to deduce what might have happened using past modals (e.g., "*The door was open. The thief must have broken in through the window.*").

B. What Happened Here? (Picture-Based Deductions)

- Show images of chaotic rooms, abandoned objects, or historical moments.
- Students create sentences using past modals to guess what might have happened.

C. Famous Unsolved Mysteries

- Give students cases like Amelia Earhart's disappearance or the lost city of Atlantis.
- Have them discuss theories using past modals ("*She could have run out of fuel.*").

D. Personal Storytelling

- Students share personal experiences while classmates guess what might have happened using past modals.
- Example: A student tells about a lost phone. Others say, "*You must have left it at school.*"

E. Role-Play: Witness Statements

- One student acts as a detective, the other as a witness.
- The detective asks questions to reconstruct an event using past modals.

F. Video & Audio Clips

- Play short video clips with missing information.
- Ask students to deduce what might have happened.

4. Communicative Activities

A. Alibi Game

- One student plays a detective, and others create alibis.
- The detective uses past modals to analyse contradictions (*"You said you were at home, but your friend saw you outside. You can't have been at home!"*).

B. News Headlines & Deduction

- Give students real or fictional news headlines.
- They create possible explanations using past modals.
- Example: *"A millionaire's yacht disappeared."*
 - *"It must have sunk."*
 - *"Someone might have stolen it."*

C. Memory Game (What Happened?)

- Show students an image or a short clip.
- Remove it and ask them to recall details using past modals.
- Example: *"The man must have been in a hurry because he left his phone on the table."*

UNIT 8 VOCABULARY: WORD FAMILIES

1. Learning Strategies

Encourage students to:

- ☒ Identify common prefixes, suffixes, and root words (e.g., "-ive" makes an adjective, "-ion" makes a noun).
- ☒ Group words with similar meanings and forms to reinforce connections.
- ☒ Use visualization and word maps to see relationships.
- ☒ Apply words in different contexts (writing, speaking, reading).

2. Methodology

- ◆ **Inductive Approach** – Give students words in different forms (e.g., believe, belief, believable) and let them analyse patterns.
- ◆ **Lexical Approach** – Teach word families in chunks, rather than isolated words.
- ◆ **Context-Based Learning** – Use authentic reading or listening texts where word families appear naturally.
- ◆ **Gamification** – Turn word formation into games (matching, crosswords, board races).

- ◆ **Noticing & Highlighting** – Have students underline or categorize different forms of words in texts.

3. Communicative Activities

A. Word Family Chain (Warm-Up Game)

- ◆ Write a base word (e.g., "hero") on the board.
- ◆ Students take turns adding different forms (e.g., heroic, heroism).
- ◆ The last student who can add a correct form wins!

B. Word Formation Race

- ◆ Divide students into teams.
- ◆ Give them a list of base words (e.g., "decide, strong, create").
- ◆ Set a time limit and challenge them to write as many word forms as possible.
- ◆ Award points for correct answers.

C. Fill-in-the-Gap Story

- ◆ Provide a short paragraph with blanks where different forms of a word should go.
- ◆ Example:

*"I truly (**believe**) in the power of education. My (**belief**) is that everyone deserves a chance to learn in a (**believable**) system."*

- ◆ Students work in pairs to complete the text and discuss answers.

D. Word Family Pictionary

- ◆ Write different words (root words, adjectives, nouns, verbs) on slips of paper.
- ◆ Students pick a word and draw something that represents it.
- ◆ Their team must guess the correct word family form (e.g., artist → artistic).

E. Sentence Challenge (Speaking Activity)

- ◆ Give students word families (e.g., "act, action, active").
- ◆ They must create a short dialogue using at least three different forms of the word in context.

Example:

A: "Did you see her performance last night?"

B: "Yes, she was such an **active** dancer! I loved her **action** moves."

C: "I agree! She really knows how to **act** on stage."

F. Word Family Tic-Tac-Toe

- ◆ Create a 3x3 grid with different base words.
- ◆ Students must form a correct variation of the word before marking their space.
- ◆ Example: If the word is "strong," they might write "strength" or "strongly."

UNIT 8 VOCABULARY: EASILY CONFUSED WORDS

Learning Strategies for Easily Confused Words (e.g., see, feel, listen)

1. **Contextual Learning** – Teach words in meaningful contexts rather than in isolation.
2. **Lexical Sets & Word Families** – Group confusing words with similar meanings (e.g., see, watch, look).
3. **Contrast & Comparison** – Use charts, Venn diagrams, or example sentences to highlight differences.
4. **Collocations & Common Phrases** – Teach which words commonly go together (e.g., "listen to music," "watch TV").
5. **Multisensory Approach** – Use images, gestures, videos, and role-play to reinforce meaning.

Methodology

- **Task-Based Learning (TBL):** Create real-life tasks where students must choose the correct word (e.g., describing a situation where they "see" something vs. "watch" something).
- **Discovery Learning:** Give example sentences and ask students to deduce the difference themselves.
- **Communicative Approach:** Focus on real-life communication with targeted feedback.

Communicative Activities

1. **Picture Prompts:** Show images and ask students, "*Are they looking, watching, or seeing?*"
2. **Listening and Acting:** Say a sentence like, "*I heard music*" vs. "*I listened to music*", and have students mime the correct action.
3. **Role-Play:** One student describes an experience using target words, and others ask follow-up questions.
4. **Sorting Games:** Give students mixed-up words and definitions to match.
5. **Storytelling Challenge:** Students create a short story using all the target words correctly.

UNIT 8 VOCABULARY: CRIME

1. Learning Strategies

- **Contextualization:** Introduce crime-related vocabulary within a story, article, or news report. This helps students understand how words are used in real-life contexts.
- **Visual Aids:** Use pictures, infographics, or videos related to crime scenes, investigations, and law enforcement to visually reinforce the vocabulary.
- **Word Mapping:** Use mind maps or concept maps to show the relationships between different crime-related terms (e.g., types of crimes, related verbs, adjectives describing criminals, etc.).
- **Collocations:** Teach common collocations (e.g., "commit a crime," "rob a bank," "arrest a suspect") to help students use vocabulary naturally.

2. Methodology

- **Task-Based Learning (TBL):** Use a task where students investigate a "crime scene" and report their findings. This encourages practical use of crime-related vocabulary in context.
- **Communicative Language Teaching (CLT):** Create real-life scenarios in which students must use crime-related vocabulary, such as role-playing the role of a police officer and a suspect.
- **Lexical Approach:** Focus on teaching lexical chunks (phrases or collocations) that are commonly used in discussions about crime, making the vocabulary more usable in real conversations.
- **Game-Based Learning:** Use games such as crime-themed crossword puzzles, memory games, or "Crime and Punishment" quizzes to help students engage with the vocabulary.

3. Communicative Activities

- **Crime Story Creation:** Divide students into small groups and have them create a crime story using specific vocabulary words. Later, they can share their stories with the class, and other students can guess the crime or type of criminal.

- **Debates:** Organize a debate on topics related to crime, such as "Is the death penalty justified?" or "Should juveniles be tried as adults?" This allows students to use crime-related vocabulary in a controlled argument.
- **Role-Playing:** Assign roles such as police officers, detectives, criminals, and witnesses. Set up scenarios where students need to use crime-related vocabulary to solve the "crime."
- **Crime Report Simulation:** Have students act as reporters covering a crime scene, writing a report or conducting an interview with "witnesses" and "suspects," integrating vocabulary into the reporting process.
- **Crime Investigation Simulation:** Create a crime investigation activity where students follow clues and use crime-related vocabulary to describe evidence, suspects, and motives.

UNIT 9 GRAMMAR: RELATIVE CLAUSES

Learning Strategies & Methodology

1. **Inductive Approach (Discovery Learning)**
 - Provide students with example sentences containing relative clauses and ask them to identify patterns before explaining the rules.
2. **Context-Based Learning**
 - Teach relative clauses within meaningful contexts (e.g., biographies, news articles, or descriptions of objects and places).
3. **Contrastive Analysis**
 - Highlight differences between defining and non-defining relative clauses with side-by-side examples.
4. **Chunking & Scaffolding**
 - Start with simple relative pronouns (who, which, that) before introducing more complex forms (whose, where, when, whom).
5. **Task-Based Learning (TBLT)**
 - Give students tasks that naturally require relative clauses, such as describing people, objects, or places.

Engaging Activities

1. **Guess Who/What**
 - One student describes a person, place, or object using relative clauses, while others guess (e.g., "*This is a person who...*").
2. **Information Gap Activity**
 - Students are given half of a sentence and must find a partner who has the missing information to form a full sentence with a relative clause.
3. **Sentence Auction**
 - Provide students with correct and incorrect sentences containing relative clauses. They "bid" on the ones they think are correct.
4. **Chain Storytelling**
 - One student starts a sentence, and the next continues using a relative clause (e.g., "*I met a man who... The man had a dog that...*").

5. **Picture Descriptions**
 - Show students a set of images and have them describe each one using relative clauses.
6. **Famous People Quiz**
 - Students write descriptions of famous people using relative clauses (e.g., "*She is a singer who won many awards.*"). Others guess the name.
7. **Murder Mystery Game**
 - Students create and solve mysteries by describing suspects, places, or objects using relative clauses.
8. **Relative Clause Board Race**
 - Divide the class into teams. Give them a phrase (e.g., "*A teacher...*"), and they must write a correct sentence using a relative clause.
9. **Editing & Correcting Sentences**
 - Give students a paragraph with missing or incorrect relative clauses to fix.
10. **Would You Rather? (Relative Clause Edition)**
 - Have students answer "Would you rather...?" questions and justify their answers using relative clauses.

UNIT 9 GRAMMAR: DETERMINERS AND QUANTIFIERS

Learning Strategies & Methodology

1. **Contextual Learning** – Teach determiners and quantifiers in real-life contexts (e.g., shopping, describing quantities in recipes, discussing preferences).
2. **Inductive Approach** – Present sentences with different determiners and quantifiers and encourage students to deduce rules.
3. **Contrastive Analysis** – Compare similar quantifiers (e.g., "a few" vs. "few") with clear examples.
4. **Noticing and Highlighting** – Ask students to underline determiners and quantifiers in a short text and analyse their usage.
5. **Task-Based Learning (TBL)** – Engage students in tasks that require them to use determiners and quantifiers naturally.

Communicative Activities

1. Market Shopping Role-Play

- **Objective:** Practice using quantifiers like *some, many, a few, a lot of, any, much, little, enough*.
- **Activity:** One student is a shopkeeper, and the others are customers. They must buy items using correct quantifiers (e.g., "Do you have any apples?" "Yes, we have a few.").
- **Variation:** Set a budget and ask students to buy specific amounts of items.

2. Describe the Picture

- **Objective:** Use determiners and quantifiers to describe a scene.
- **Activity:** Show students a crowded or empty place (e.g., a market, a deserted street). They must describe it using quantifiers (e.g., "There are several people in the market, but only a few are shopping.").

3. Guess the Number

- **Objective:** Reinforce quantifiers such as *almost all, most, half, some, a few, none*.
- **Activity:** Prepare a jar with a number of small objects (e.g., beans, paper clips). Students estimate the number using quantifiers ("I think most of them are red." / "There are only a few blue ones.").

4. Survey and Report

- **Objective:** Use quantifiers in a real-life context.
- **Activity:** Students conduct a class survey (e.g., "How many students drink coffee daily?"). They then report their findings using quantifiers ("Most students drink coffee every day, but a few prefer tea.").

5. Find Someone Who...

- **Objective:** Reinforce quantifiers through peer interaction.
- **Activity:** Create a questionnaire with prompts like:
 - Find someone who has **many** books.
 - Find someone who eats **a little** fast food.
 - Find someone who spends **most** of their free time playing sports.
 Students move around, asking classmates and completing the survey.

6. Error Correction Challenge

- **Objective:** Identify and correct incorrect use of determiners and quantifiers.
- **Activity:** Give students incorrect sentences (e.g., "I have much friends."), and they work in pairs to correct them.

7. Debate / Discussion

- **Objective:** Use quantifiers to express opinions.
- **Activity:** Give students statements like "Many people believe social media is harmful." They must agree/disagree using quantifiers in their responses.

UNIT 9 VOCABULARY: DEPENDENT PREPOSITIONS WITH VERBS

1. Learning Strategies:

- **Contextualization:** Teach prepositions through context by using sentences where the verb and preposition naturally appear together. This helps students grasp the meaning and usage in a real-world setting.

- **Collocation Awareness:** Focus on verb-preposition collocations (e.g., "believe in," "apologize for"). Presenting these as fixed phrases helps students internalize them.
- **Memory Aids:** Use mnemonic devices or visual aids (e.g., flashcards with images of actions linked to verbs and prepositions) to help reinforce the connection.
- **Contrastive Analysis:** Compare verbs with different prepositions to highlight meaning changes (e.g., "think about" vs. "think of").

2. Methodology:

- **Task-based Learning (TBL):** Design tasks that require students to use verb-preposition combinations in context, such as role plays or problem-solving activities.
- **Input Flooding:** Provide students with a lot of input that includes these verb-preposition combinations. The more exposure they get, the more likely they are to notice and use them correctly.
- **Discovery Learning:** Encourage students to deduce the correct prepositions for verbs by analysing texts or conversations. This can be done through gap-fill exercises or sentence transformations.
- **Spaced Repetition:** Revisit the same verb-preposition combinations over multiple lessons to help solidify them in students' memory.

3. Communicative Activities:

- **Verb-Preposition Matching:** Provide students with a list of verbs and prepositions that they need to match. Follow up with a speaking or writing task to use them in context.
- **Role Play Conversations:** Have students engage in role plays where they practice using verb-preposition combinations in realistic situations (e.g., "I'm sorry for being late," "I believe in teamwork").
- **Preposition Bingo:** Create bingo cards with verb-preposition pairs. As you read out examples, students mark off the corresponding pairs on their cards.
- **Fill in the Blanks:** Give students sentences with missing prepositions and ask them to fill in the correct ones. Make it more interactive by discussing why certain prepositions are used.
- **Find the Mistake:** Give students sentences where the verb-preposition combination is incorrect (e.g., "I'm waiting for you at the station." → "I'm waiting you for at the station"). Have them identify and correct the errors.

Example Activities:

- **Verb Preposition Challenge:** Create a competition where students must quickly match a verb with the correct preposition (e.g., "apologize for," "depend on," "wait for").
- **Preposition Storytelling:** Students tell a short story using a list of verbs with dependent prepositions. This encourages fluency in using them in context.
- **Dialogue Completion:** Give students an incomplete dialogue where they must fill in missing verb-preposition pairs (e.g., "I'm looking ____ a new job," "I'm thinking ____ going on vacation next month").

UNIT 9 VOCABULARY: SCIENCE

Learning Strategies:

1. **Contextual Learning:** Introduce science vocabulary through authentic contexts, such as articles, documentaries, or case studies. Use real-world examples where these words are commonly applied.
2. **Visualization:** Use diagrams, charts, and infographics to explain complex terms like "data" and "analysis" in science. This helps students see how the words are used in context.
3. **Semantic Mapping:** Have students create word maps or concept maps to link related terms and concepts (e.g., "data," "statistics," "analysis," "results").
4. **Scaffolded Learning:** Start with simpler related words and gradually increase the complexity. For example, start with "collecting data," move to "analyzing data," and then "interpreting data."
5. **Task-based Learning:** Use projects where students have to conduct experiments, collect data, and present analyses. This gives them hands-on experience with the vocabulary.

Methodology:

1. **Direct Instruction:** Teach the vocabulary explicitly by defining terms and giving examples of how they are used in scientific contexts. Follow up with guided practice where students use the terms in sentences.
2. **Cooperative Learning:** Have students work in pairs or small groups to discuss and apply scientific vocabulary. For instance, they can work on analyzing data or conducting simple experiments.
3. **Content and Language Integrated Learning (CLIL):** Integrate scientific content with language instruction. Teach the vocabulary while covering scientific topics such as experiments, surveys, and hypothesis testing.
4. **Inquiry-Based Learning:** Let students pose questions related to scientific topics and encourage them to analyze data to answer these questions. This will naturally lead to the use of scientific vocabulary.

Communicative Activities:

1. **Role Play:** Have students role-play as scientists who need to analyze and report data. For example, one student could act as a researcher presenting data to a committee, and the other as a peer reviewing the analysis.
2. **Data Collection & Reporting:** Students can conduct surveys or experiments, then present their findings using the vocabulary learned. For example, they might say, "The data suggests that..." or "The analysis shows that..."
3. **Debate:** Organize a debate where students must use scientific vocabulary to present arguments supported by data or analysis. For instance, a debate about the environmental impact of a new technology could involve discussing data trends and analysis.
4. **Group Discussion:** Provide students with a dataset and have them analyze it together, discussing findings and using scientific terms like "correlation," "statistical significance," "sample size," etc.

5. **Case Study:** Present students with a case study of a scientific discovery or an ongoing research project. Have them analyze the data presented in the case study and discuss the conclusions.

UNIT 9 VOCABULARY: ADVERTISING

Learning Strategies:

1. **Contextual Learning:**
 - Present vocabulary within real-life advertising contexts (e.g., TV commercials, print ads, online banners).
 - Ask students to identify and discuss key terms like "brand," "endorse," and "target audience" in different examples.
2. **Visual Aids:**
 - Use images and videos of ads (both traditional and digital) to visually introduce the vocabulary.
 - Show commercials or ads that clearly demonstrate the vocabulary terms (e.g., a celebrity endorsing a product) and discuss them afterward.
3. **Word Mapping:**
 - Have students create word maps or diagrams to show how different terms relate to each other (e.g., "endorse" -> "celebrity endorsement" -> "brand image").
 - This helps build connections between vocabulary and deepens understanding.

Methodologies:

1. **Task-Based Learning:**
 - Create tasks where students design their own ad campaigns using the vocabulary words. For example, in pairs or groups, have students come up with a product, brand, and celebrity endorsement to create a mock advertisement.
2. **Collaborative Learning:**
 - Pair up students and assign each pair a different vocabulary word related to advertising. Have them research and explain their term to the class, using real-life examples.
3. **Lexical Approach:**
 - Focus on the importance of collocations (e.g., "build a brand," "endorse a product") and teach students to use terms naturally in different contexts.

Communicative Activities:

1. **Ad Design Challenge:**
 - Divide students into groups and give them a product or service. They must create an advertisement for the product, using vocabulary words like "brand," "endorse," and others. They can then present their ads to the class.

2. Role-Playing:

- Have students role-play as marketing professionals or influencers endorsing products. One student can be the spokesperson endorsing a brand, while another student acts as the audience or a journalist asking questions about the product.

3. Debate:

- Hold a debate on the effectiveness of celebrity endorsements in advertising. Students can argue for or against the idea of endorsing products with famous personalities, using relevant vocabulary.

4. Ad Analysis:

- Show students a few ads (e.g., from YouTube, TV, or print). After watching, ask them to discuss the key vocabulary they identified (e.g., "brand," "endorse," "appeal to the target audience"). This helps students see how the terms function in context.

5. Vocabulary Bingo:

- Create a Bingo card with advertising-related vocabulary (e.g., brand, endorse, target market, slogan, etc.). As you discuss different ads or examples, students mark off terms they hear. The first to complete a row or full card wins.

6. Creative Writing:

- Ask students to write a short advertisement for a fictional product, incorporating key advertising vocabulary. They can then present their ads and get feedback on how well they used the terms.

UNIT 10 GRAMMAR: REPORTED SPEECH**Learning Strategies for Reported Speech**

1. **Contextual Learning** – Introduce reported speech through real-life scenarios, such as reporting news, conversations, or gossip.
2. **Scaffolded Approach** – Start with direct to indirect speech transformations, then progress to different tenses, modal verbs, and question forms.
3. **Inductive Learning** – Have students observe examples and derive rules rather than memorizing them directly.
4. **Error Awareness** – Use error-correction exercises to highlight common mistakes (e.g., incorrect tense shifts or pronoun changes).
5. **Visual Aids** – Provide charts showing tense shifts, pronoun changes, and reporting verbs.

Methodology for Teaching Reported Speech

- **PPP (Presentation, Practice, Production)**
 - **Presentation:** Introduce reported speech with engaging dialogues, videos, or real-life examples.

- **Practice:** Controlled exercises like gap-fills, sentence transformations, and matching activities.
- **Production:** Role-plays, interviews, and storytelling tasks where students naturally use reported speech.
- **Task-Based Learning (TBL)**
 - Assign meaningful tasks where students report past events, summarize stories, or relay messages.
- **Communicative Language Teaching (CLT)**
 - Focus on real-life communication by incorporating role-plays, discussions, and interviews.
- **Discovery Learning**
 - Give students direct and indirect speech examples and let them infer the rules collaboratively.

Activities for Teaching Reported Speech

1. Reporting Gossip

- Students read celebrity news or make up a rumor and report it using reported speech.
- Example: "Taylor Swift said she was releasing a new album."

2. Broken Telephone (Chinese Whispers)

- Start with a direct sentence. Each student whispers it to the next person, changing it into reported speech.

3. Interview & Report

- One student interviews a partner and then reports their answers to the class.
- Example: **Direct:** "I love pizza." → **Reported:** She said she loved pizza.

4. Detective Game

- Students ask each other about a "crime" (e.g., who stole the cookie?) and report the findings.

5. News Reporter Role-Play

- Students act as journalists reporting on an event using reported speech.

6. Story Retelling

- Students read a short story and retell it in reported speech.

7. Celebrity Quotes Challenge

- Provide famous quotes and ask students to rewrite them in reported speech.

- Example: "Albert Einstein once said that imagination was more important than knowledge."

8. Correct the Mistakes

- Give sentences with errors and have students correct them.

UNIT 10 GRAMMAR: REPORTING VERBS

1. Learning Strategies

- ◆ **Categorization:** Group reporting verbs based on meaning (e.g., verbs of saying, thinking, commanding, suggesting).
- ◆ **Chunking:** Teach common structures (e.g., **verb + that-clause** / **verb + object + infinitive** / **verb + gerund**).
- ◆ **Lexical Approach:** Encourage learning reporting verbs in collocations rather than in isolation (e.g., **deny doing**, **recommend that**, **persuade someone to**).
- ◆ **Noticing and Inductive Learning:** Give students sentences with different reporting verbs and ask them to notice the patterns.

2. Methodologies

✦ PPP (Presentation, Practice, Production)

- **Presentation:** Introduce reporting verbs through a short reading or listening text.
- **Practice:** Controlled exercises like matching, gap-fills, and sentence transformations.
- **Production:** Students retell a story, write a dialogue, or report a conversation using varied reporting verbs.

✦ Task-Based Learning (TBL)

- Students complete a meaningful task (e.g., a problem-solving discussion) and later reformulate their speech using reporting verbs.

✦ Communicative Language Teaching (CLT)

- Focus on **interaction and real-life use** by incorporating speaking and writing tasks that require reporting verbs.

✦ Lexical Approach

- Emphasize chunks and collocations instead of isolated verb lists.

3. Activities

A. Awareness-Raising & Controlled Practice

1 Reporting Verbs Categorization

- Provide a list of reporting verbs and ask students to **sort them into categories** (e.g., verbs of suggestion, agreement, command, denial).

2 Reporting Verb Transformations

- Give direct speech sentences and ask students to rewrite them using a specific reporting verb.
 - *Example:*
 - "You should study harder," she said. → She **advised** me to study harder.

3 Reporting Verbs Gap-Fill

- Provide sentences with missing reporting verbs and let students choose the correct one.

4 Dialogue Matching

- Match **direct speech statements** to **appropriate reporting verbs**.
 - *Example:*
 - "I didn't steal the money!" → **deny**

B. Communicative & Interactive Activities

5 Interview and Report

- Students interview each other on a topic (e.g., weekend plans, travel experiences) and then report back using different reporting verbs.
 - *Example:*
 - *Sara told me that she had gone to Bodrum last summer. She recommended visiting the castle.*

6 Reporting Gossip

- Give students juicy (but appropriate!) gossip scenarios, and have them report what they "heard."
 - *Example:*
 - "Did you hear? John quit his job!" → *She claimed that John had quit his job.*

7 News Reporting Challenge

- Show students **news headlines**, and ask them to **report** what they read using reporting verbs.
 - *Example:*
 - Headline: "Government to Increase Taxes"
 - Student: *The government announced that they would increase taxes.*

8 Role-Playing Authority Figures

- Assign students different roles (e.g., teacher, police officer, coach, parent).
- They give orders or advice, and their partner reports what was said using the correct reporting verb.
 - *Example:*
 - *The teacher reminded us to submit our homework on time.*

9 Reported Speech Board Game

- Create a board game where students land on a square with a direct speech sentence and must rewrite it using an appropriate reporting verb.

10 Movie/TV Show Reporting

- Play a short dialogue from a movie or TV show and ask students to summarize what was said using different reporting verbs.

4. Error Correction Strategies

- **Peer Feedback:** Let students check each other's sentences for correct verb choice and structure.
- **Delayed Correction:** Note common mistakes and review them at the end of the lesson.
- **Reformulation:** If a student uses *said* too much, rephrase it using a stronger reporting verb (e.g., "So you mean he **insisted**...?").

UNIT 10 VOCABULARY: TRADITIONAL MEDIA

Learning Strategies:

1. **Contextual Learning:** Introduce new words within the context of articles, news segments, or historical discussions about traditional media. Encourage students to infer meanings from context before explicitly teaching the vocabulary.
2. **Word Maps:** Create a word map for each new term, showing related words, antonyms, definitions, and examples. This helps learners see connections between the terms and understand their nuances.

3. **Semantic Gradients:** Use a scale to show degrees of meaning for words like "biased," from slightly biased to highly biased, or differences between types of newspapers (e.g., broadsheet vs. tabloid).
4. **Repetition and Spaced Learning:** Review the terms regularly over a span of time to reinforce retention. This can be done through quizzes, flashcards, or a quick review at the start of each lesson.
5. **Real-Life Exposure:** Provide examples of traditional media outlets (like newspapers or TV shows) and ask students to identify instances of bias or examples of broadsheets versus tabloids. This real-world connection can make the vocabulary more memorable.

Methodology:

1. **Task-Based Language Teaching (TBLT):** Set tasks that involve media content, such as analysing a biased news article or comparing the tone of a broadsheet and a tabloid article. This will allow students to use vocabulary in a real-world context.
2. **Content-Based Instruction:** Focus on traditional media as a topic, where language is learned through meaningful engagement with the content. Use news articles, interviews, and documentaries to teach vocabulary while discussing media practices.
3. **Form-Focused Instruction:** Dedicate short sessions to focusing on the vocabulary explicitly, emphasizing pronunciation, spelling, and usage of words like "biased," "editorial," and "broadsheet."
4. **Collaborative Learning:** Pair or group students together to discuss media sources. They can debate the differences between types of media (e.g., broadsheets vs. tabloids) and give examples of biased reporting, using the target vocabulary.

Communicative Activities:

1. **Debate:** Hold a class debate on whether a certain news outlet is biased or objective. Use vocabulary such as "sensationalist," "balanced," or "editorial" during the debate to encourage students to use the target language in context.
2. **Media Comparison:** Have students compare articles from a broadsheet and a tabloid on the same topic. Afterward, they can discuss which vocabulary terms (like "biased," "editorial," or "headline") apply to each article and why.
3. **Role-Play:** Assign roles where students act as journalists from different types of media (e.g., a broadsheet journalist and a tabloid journalist) and conduct interviews or report on the same event using language that reflects their media type.
4. **Headline Writing:** Ask students to write their own headlines for the same story as if it were in different types of media. Discuss how the choice of words affects the perception of bias, objectivity, or sensationalism.
5. **Media Bingo:** Create a bingo card with vocabulary like "bias," "headline," "editorial," and "reporter." As students listen to or read examples from traditional media, they mark off terms on their cards. This can be done in teams for added competition.

UNIT 10 VOCABULARY: SOCIAL MEDIA

Learning Strategies & Methodology

1. Contextual Learning:

- Introduce vocabulary in context through real-life examples (e.g., social media posts, memes, or advertisements). This helps students understand how these words are used in real situations.
- Present real-world content such as popular Instagram or Twitter posts to discuss how terms like "hashtag," "clickbait," and "viral" are used.

2. Task-Based Learning (TBL):

- Design tasks where students use the vocabulary in a meaningful way. For example, ask students to create a social media post using a set of terms like "clickbait," "meme," "hashtag," etc. This gives them practice using the vocabulary in a productive way.

3. Scaffolded Learning:

- Start with simple definitions and examples, then move to more complex uses. For instance, begin by explaining "hashtag" and "clickbait" simply and then discuss their impact on social media engagement.

4. Interactive Discussions:

- Organize debates or group discussions about the impact of social media on society. Students could argue whether "clickbait" is an effective marketing strategy, using the target vocabulary in context.

5. Vocabulary Journals:

- Encourage students to keep a social media-related vocabulary journal where they write new words, their definitions, and examples of their usage (especially from social media). This reinforces retention and understanding.

Communicative Activities

1. Role Play (Creating Social Media Campaigns):

- Assign students different roles, such as social media managers, influencers, or marketers. Have them create a short social media campaign using vocabulary like "hashtag," "clickbait," "viral," and "meme." They can present their campaigns to the class.

2. Social Media Analysis:

- Provide students with social media posts (or even fake clickbait articles) and ask them to analyze the language used. What makes the post engaging or misleading? How are "clickbait" strategies incorporated? This could be a group activity where students work together to find key vocabulary.

3. Hashtag Brainstorming:

- Have a brainstorming session where students come up with creative hashtags for different topics. This can be done in pairs or groups, and students can pitch their hashtag ideas to the class, using the vocabulary they've learned.

4. Viral Video Discussion:

- Show a viral video (without context) and ask students to guess why it became viral. Students can discuss what elements like "clickbait," "meme," or "hashtag" contributed to its popularity, and they can use the vocabulary in the discussion.

5. **"Clickbait" Headlines Creation:**

- Ask students to write "clickbait" headlines for various topics. Later, they can share and discuss whether the headlines are effective and why.

6. **Polls and Surveys:**

- Conduct polls or surveys in class related to students' social media habits. Use terms like "clickbait," "viral," and "hashtag" to help frame questions. Then discuss the results and reflect on how social media influences their answers.

Games and Fun Activities

1. **Social Media Vocabulary Bingo:**

- Create bingo cards with social media terms like "hashtag," "meme," "clickbait," and "viral." As you explain each term, students mark them off on their cards. The first student to get a line can win a small prize.

2. **Social Media Word Match:**

- Provide a list of social media-related terms and their definitions mixed up. Students work in pairs to match the term with the correct definition.

3. **Flashcard Quizzes:**

- Use flashcards (physical or digital) with the target vocabulary and definitions. You can turn this into a team game where each team has to define a word, use it in a sentence, or give an example.

UNIT 10 VOCABULARY: ADJECTIVE + NOUN COLLOCATIONS

1. Learning Strategies:

- **Contextualization:** Introduce adjective-noun collocations in context, rather than in isolation. This helps students understand how they naturally occur in speech and writing.
- **Focus on meaning:** Emphasize the meaning behind collocations. Students should grasp the idea that certain adjectives and nouns go together because they convey specific ideas, not just memorizing word pairs.
- **Consciousness-raising:** Encourage students to pay attention to these combinations in real-life materials, such as books, podcasts, or news articles. Have them note any interesting or new collocations they come across.

2. Methodologies:

- **Task-based Learning:** Use tasks that require students to use collocations in context, such as role plays or problem-solving tasks. This helps students practice naturally.
- **Lexical Approach:** Focus on vocabulary acquisition and collocational patterns, presenting a range of adjectives and nouns together. Encourage students to form their own collocations and use them in different contexts.
- **Corpus-based Learning:** Introduce students to real-world examples through texts or corpora. Have students analyse how often certain collocations appear and use them in sentences.

3. Communicative Activities:

- **Collocation Bingo:** Create bingo cards with adjective-noun collocations. As you call out definitions or example sentences, students can cross off the correct collocation on their cards. This reinforces recognition of the combinations.
- **Matching Games:** Create sets of cards with adjectives and nouns. Students work in pairs or small groups to match them into correct collocations. Afterward, they can practice using the collocations in sentences.
- **Picture Descriptions:** Provide students with pictures (e.g., of people, places, or events). Ask them to describe the images using adjective-noun collocations (e.g., "a beautiful view," "a dangerous situation").
- **Fill-in-the-Blanks:** Provide students with sentences where they have to fill in the blanks with the correct adjective-noun collocation (e.g., "The ____ decision was difficult to make." Answer: "tough decision").
- **Storytelling:** Ask students to create stories using specific adjective-noun collocations. This could be done in pairs or as a group activity where each person adds a sentence using a new collocation.
- **Information Gap Activities:** Provide students with incomplete information in which they must ask each other questions using collocations to fill in the missing parts (e.g., "Do you know the name of the famous historical figure with a ____ reputation?" Answer: "bad reputation").

SKILLS

UNIT 1

READING

Objective 1: Understand personal emails or postings, even when some colloquial language is used.

Learning Strategies:

- Keep a “colloquial expressions log” (students collect informal words/phrases from readings).

- Compare formal vs. informal structures (e.g., “I’m gonna...” vs. “I am going to...”).
- Use context to infer meaning instead of focusing on unknown slang.

Methodologies:

- Task-Based Learning (TBL): give students authentic emails or social media posts as input for a task.
- Noticing Technique: highlight colloquial phrases and analyse their meaning.

Communicative Activities:

- **Email Swap:** Students write short, informal emails or social media posts to each other using colloquial expressions. Partner interprets and replies.
- **Colloquial Detective:** Students read a sample post/email, underline colloquial language, and paraphrase it into standard English.

Objective 2: Apply various reading strategies to enhance understanding, including identifying main points and using contextual clues to check comprehension.

Learning Strategies:

- Skimming for gist before detail reading.
- Highlighting keywords and connector words.
- Guessing unknown vocabulary from context.

Methodologies:

- Strategy Training: model skimming, scanning, and contextual guessing before students try.
- Reading Circles: each student takes a role (summarizer, word detective, connector).

Communicative Activities:

- **Gist Race:** Students skim a text and write a one-sentence summary in 2 minutes. Compare answers.
- **Context Clue Challenge:** Teacher gives sentences with a missing word; students deduce meaning from context clues.

Objective 3: Identify the sequence of events in narratives to follow the storyline clearly.

Learning Strategies:

- Use graphic organizers (story maps, timelines).

- Look for discourse markers (then, after, meanwhile).
- Practice retelling stories in chronological order.

Methodologies:

- Process Writing & Retelling: students reconstruct narratives after reading.
- Storytelling Approach: students analyse, then retell stories orally.

Communicative Activities:

- **Jumbled Story:** Give students events in random order; they reorder and retell.
 - **Story Relay:** In groups, each student adds to the story, maintaining sequence.
 - **Comic Strip Task:** Students transform a short narrative into a comic strip showing sequence.
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Objective 4: Scan long and complex texts to locate relevant details efficiently.

Learning Strategies:

- Practice using headings, subheadings, and keywords.
- Ignore unnecessary information and focus on the task question.
- Use annotation/highlighting strategies.

Methodologies:

- Information Gap Reading: different groups scan different sections for answers.
- Exam-style practice (scanning for specific info under time pressure).

Communicative Activities:

- **Treasure Hunt Reading:** Students get questions and must scan a long text to find answers quickly.
- **Speed Scanning Competition:** Teams race to find details (dates, names, numbers, places) in a text.
- **Peer Quiz:** Students write detail-based questions from a text, swap, and answer by scanning.

LISTENING

Objective 1: Recognize viewpoints and attitudes, as well as factual information, in recordings related to social, professional, or academic life.

Learning Strategies:

- Listen for **tone of voice** (intonation, stress) to detect attitude.

- Distinguish between **fact vs. opinion** by noting modal verbs, hedging (“I think,” “probably,” “must”).
- Keep a **viewpoint chart** (speaker, opinion, supporting reason).

Methodologies:

- **Noticing approach:** play short extracts and highlight language signalling opinions vs. facts.
- **Guided listening:** students answer two types of questions – factual detail and attitude/viewpoint.
- **Contrastive tasks:** students compare neutral vs. emotional recordings.

Communicative Activities:

- **Opinion vs. Fact Sorting:** After listening, students categorize sentences from the recording into *facts* or *opinions*.
- **Speaker Attitude Quiz:** Groups guess the speaker’s attitude (e.g., enthusiastic, doubtful, frustrated) and justify with evidence from the audio.
- **Mini-Debate Follow-Up:** Students listen to an extract of a discussion, then role-play continuing the debate, maintaining the original viewpoints.

Objective 2: Follow the chronological sequence in extended informal discourse, such as stories or anecdotes.

Learning Strategies:

- Focus on **time markers** (first, then, after that, suddenly).
- Take **note-form summaries** while listening.
- Use a **timeline diagram** to track events.

Methodologies:

- **Story Mapping:** students listen and build a visual representation (timeline or flow chart).
- **Dictogloss (listening + reconstruction):** listen, take notes, then retell the story in sequence.
- **Chunked listening:** stop at key points and predict what comes next.

Communicative Activities:

- **Jumbled Events:** Students are given cut-up sentences or pictures from the story. They reorder them while listening.
- **Retell the Anecdote:** After listening, pairs retell the story in their own words, checking sequencing words.
- **Story Circle:** Students listen to an anecdote, then continue the chain orally, keeping chronological order.

WRITING

Objective: Compose formal correspondence (letters of enquiry, request, application, complaint) using appropriate register, structure, and conventions.

Learning Strategies

- **Genre awareness:** Compare formal vs. informal letters to notice differences in tone, structure, and vocabulary.
 - **Formulaic language bank:** Collect common openings, closings, and polite expressions (e.g., *I am writing to enquire about...* / *I look forward to hearing from you*).
 - **Planning before writing:** Use outlines (introduction, purpose, details, polite ending).
 - **Editing checklist:** Check register, organization, grammar, and politeness before final draft.
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Methodologies

- **Process Writing Approach:** Brainstorm → plan → draft → peer review → final version.
 - **Model Text Analysis:** Use authentic or adapted samples for guided noticing of structure and conventions.
 - **Task-Based Learning (TBL):** Students complete real-life inspired tasks (e.g., writing a complaint to a travel agency).
 - **Peer Feedback Workshops:** Students exchange letters and comment on register and clarity.
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Communicative Activities

- **Register Transformation:** Give students an informal message (e.g., WhatsApp text). They rewrite it as a formal letter.
- **Letter Jigsaw:** Provide a cut-up formal letter. Students reorder sections (greeting, purpose, body, closing).
- **Role-Play & Write:** Students role-play a situation (customer–hotel manager, student–university office), then write a follow-up formal letter.
- **Polite vs. Impolite Challenge:** Give phrases and ask students to decide which are acceptable in formal writing and suggest alternatives.
- **Complaint Carousel:** In groups, students brainstorm real-life situations they’d complain about. Each group writes one letter, then passes it to another group to “reply” formally.

SPEAKING

Objective 1: Describe in detail the personal significance of events and experiences

Learning Strategies

- Use a **storytelling framework** (setting – event – feelings – outcome – reflection).
- Enrich descriptions with **adjectives, adverbs, and figurative language**.
- Connect events to **values, lessons, or personal growth**.

Methodologies

- **Personal Narrative Approach:** students reflect on real experiences and narrate them.
- **Guided prompts:** teacher scaffolds with questions (Who? What happened? Why was it important?).
- **Noticing task:** analyse sample B2-level narratives for detail and reflection.

Communicative Activities

- **Memory Map:** Students create a mind map of an important event and share it.
- **“Why It Mattered” Circle:** each student tells an event, others ask follow-up questions about significance.
- **Timeline Task:** Students put key life events in order and explain why one was most meaningful.

Objective 2: Engage in extended conversations on most general topics in a clearly participatory manner, even in moderately noisy environments

Learning Strategies

- Practice **active listening & backchanneling** (*Really? That’s interesting! Tell me more...*).
- Develop **turn-taking signals** (*Can I add something? / What do you think about...?*).
- Learn **clarification strategies** (*Sorry, could you repeat that? / Did you mean...?*).

Methodologies

- **Communicative Language Teaching (CLT):** real-life conversation practice with minimal teacher interruption.
- **Role-play in noisy settings:** simulate cafés, streets, or parties with background audio.
- **Information gap tasks:** encourage negotiation and extended turns.

Communicative Activities

- **Café Debate:** Students discuss a topic while background café sounds play.

- **Opinion Swap:** Cards with statements (*Social media does more harm than good*). Students circulate and exchange views in pairs.
 - **Conversation Relay:** Students hold a timed conversation, then switch partners, keeping the same thread of discussion.
-

Objective 3: Carry out an effective, fluent interview, moving beyond prepared questions and following up on interesting responses

Learning Strategies

- Prepare a **bank of open-ended questions** (Why/How).
- Practice **active listening for follow-ups**.
- Use **note-taking strategies** to track answers and ask deeper questions.

Methodologies

- **Task-Based Learning:** students conduct interviews as a real-life task.
- **Model Analysis:** listen to/watch real interviews, notice follow-up techniques.
- **Peer Coaching:** practice in pairs, giving each other feedback.

Communicative Activities

- **Hot Seat Interview:** One student takes a role (celebrity, expert, historical figure). Others prepare and ask questions, then improvise follow-ups.
- **Two Rounds:** Round 1 = use prepared questions. Round 2 = students must ask only follow-ups.
- **“Find the Story” Task:** Students interview a peer about an ordinary event (e.g., a meal, a trip) and try to uncover something unexpected through follow-ups.

MEDIATION

Objective 1: Facilitate group discussions by clarifying contributions, managing turn-taking, and reformulating ideas

Learning Strategies

- Keep a **discussion phrases bank**:
 - Clarifying: *So, what you mean is...*
 - Turn-taking: *Shall we hear from...? / Let's give X a chance to respond.*
 - Reformulating: *In other words, you're suggesting...*
- Practice **active listening** to rephrase accurately.
- Use **signposting language** (*Let's move on to... / Before we continue, can we...*).

Methodologies

- **Communicative Language Teaching (CLT):** focus on interaction as the goal.
- **Role-play facilitation:** rotating students take on the role of *discussion leader*.
- **Discourse analysis:** model and highlight how facilitators manage conversations.

Communicative Activities

- **Discussion Role Cards:** Assign roles (facilitator, challenger, supporter, timekeeper). Rotate roles each round.
- **Clarification Relay:** One student makes a statement, another must paraphrase before adding their own idea.
- **Fishbowl Discussion:** Inner circle discusses, outer circle observes facilitation techniques, then swaps.

Objective 2: Summarize the statements made by the two sides, highlighting areas of agreement and obstacles to agreement

Learning Strategies

- Take **structured notes** during discussions: columns for *Side A*, *Side B*, *Agreements*, *Disagreements*.
- Practice **signposting summary phrases**:
 - *Both sides agree that...*
 - *The main difference is...*
 - *What prevents agreement is...*
- Distinguish **main points vs. minor details**.

Methodologies

- **Debate–Summarize Cycle:** after a short debate, students summarize for the group.
- **Peer Review of Summaries:** classmates check if key points and contrasts were captured.
- **Note-taking scaffolding:** provide templates at first, gradually remove them.

Communicative Activities

- **Mini-Debates + Summarizer Role:** After a debate, a designated student summarizes both sides in 1–2 minutes.
- **Agreement Tracker:** During a discussion, students note agreements/disagreements on a shared board, then present a final summary.
- **Negotiation Task:** Groups simulate a negotiation (e.g., planning a school event, budget allocation). One student must summarize where sides align and where they don't.

UNIT 2

READING

Objective 1: Understand personal emails or postings, even when some colloquial language is used

Learning Strategies

- Build a **colloquial expressions bank** (e.g., *gonna*, *kinda*, *LOL*, *btw*).
- Use **contextual inference**: guess meaning from tone, emojis, abbreviations.
- Compare **formal vs. informal register** to see how the same idea is expressed differently.

Methodologies

- **Genre awareness approach**: analyse authentic posts/emails for style, tone, and conventions.
- **Noticing technique**: highlight slang and informal structures.
- **Task-based learning (TBL)**: use emails/posts as input for tasks (e.g., replying).

Communicative Activities

- **Colloquial Decoder**: Students read an informal post, underline colloquial phrases, and rewrite them in standard English.
- **Post & Reply**: Students write short social media-style posts with colloquial expressions; partners must interpret and reply appropriately.
- **Email Match**: Provide pairs of formal and informal emails. Students match them and compare tone/register.

Objective 2: Apply various reading strategies to enhance understanding, including identifying main points and using contextual clues to check comprehension

Learning Strategies

- **Skimming** for gist (title, first/last sentences).
- **Scanning** for details (names, numbers, dates).
- **Guessing unknown vocabulary** from context.
- **Highlighting key ideas** instead of reading word by word.

Methodologies

- **Strategy training**: model and practice skimming, scanning, contextual guessing.
- **Reading circles**: roles like *summarizer*, *vocabulary detective*, *connector*.

- **Think-aloud approach:** teacher verbalizes reading strategies for students to imitate.

Communicative Activities

- **Gist Challenge:** Students skim a text for 1 minute, then summarize the main point in one sentence.
- **Context Clue Quiz:** Teacher provides sentences with missing words; students infer meaning from context.
- **Information Hunt:** Students scan a longer text to quickly answer comprehension questions under time pressure.
- **Main Idea Ranking:** Students identify 3–4 possible main ideas from a text and rank which fits best.

LISTENING

Objective 1: Identify the main reasons for and against an argument or idea in discussions conducted in clear standard language or a familiar variety

Learning Strategies

- Use **note-taking charts** with two columns: *Pros / Cons*.
- Listen for **signposting language** (*On the one hand..., However..., The main reason against is...*).
- Distinguish between **main arguments** vs. **supporting details/examples**.

Methodologies

- **Debate listening tasks:** short recordings of people debating everyday issues.
- **Graphic organizer scaffolding:** provide T-charts for students to fill in while listening.
- **Guided discovery:** play extracts and stop to identify argument markers.

Communicative Activities

- **Pros & Cons Hunt:** Students listen to a debate recording and complete a pro/con chart.
- **Silent Debate Prep:** After listening, groups prepare to restate the arguments neutrally.
- **Role-play Debates:** Half the class debates; the other half listens and records arguments, then swaps.

Objective 2: Recognize and understand points of view expressed on current topics or within their specialized

field, provided the talk is delivered in standard language or a familiar variety

Learning Strategies

- Focus on **stance markers**: *I believe, It seems to me, I strongly disagree*.
- Train **tone & intonation awareness** to detect attitude.
- Build a **personalized phrase bank** for expressing viewpoint.

Methodologies

- **Listening for stance**: students identify opinions vs. facts in recordings.
- **Model analysis**: listen to short talks/podcasts on current issues and highlight evaluative language.
- **Task-based listening**: summarize speaker viewpoints after listening.

Communicative Activities

- **Fact or Opinion Sorter**: Students categorize statements from a recording as factual or viewpoint-based.
- **Viewpoint Relay**: In groups, students listen to a talk, then summarize the speaker's viewpoint for the next group.
- **Mini-Talk + Paraphrase**: Students listen to a short talk, then restate the speaker's viewpoint in their own words.

Objective 3: Follow the chronological sequence in extended informal discourse, such as stories or anecdotes

Learning Strategies

- Track **time markers and sequencing words** (*first, then, later, suddenly*).
- Use **timeline or story-map organizers** while listening.
- Train **predictive listening**: guess what comes next in the sequence.

Methodologies

- **Story reconstruction**: students listen, take notes, then reorder jumbled events.
- **Dictogloss**: listen to a story, take notes, and reconstruct it collaboratively.
- **Chunked listening**: pause after each event for note-taking and prediction.

Communicative Activities

- **Jumbled Story Order**: Students are given scrambled story events and reorder them while listening.

- **Story Retelling in Pairs:** Students retell the story to a partner, ensuring chronological order.
- **Comic Strip Task:** Students create a comic strip summarizing the story's sequence of events.

WRITING

Objective: Compose articles designed to give advice on topics of interest or concern, using clear, persuasive language

Learning Strategies

- **Genre awareness:** Analyse model advice articles (tone, structure, persuasive techniques).
 - **Idea generation:** Use brainstorming/mind maps to collect advice points.
 - **Persuasive toolbox:** Build a bank of useful structures:
 - Direct address (*You should..., If I were you...*)
 - Rhetorical questions (*Have you ever wondered why...?*)
 - Modal verbs for persuasion (*You ought to..., You need to...*)
 - Sequencers (*First of all..., Another important tip is...*).
 - **Editing strategies:** Check for clarity, tone consistency, and reader engagement.
-

Methodologies

- **Process Writing Approach:** Brainstorm → Plan → Draft → Peer review → Edit → Publish.
 - **Model Text Analysis (Noticing):** Highlight persuasive language and structure in sample articles.
 - **Task-Based Learning (TBL):** Students complete a real-life inspired writing task (e.g., writing for a school blog or advice column).
 - **Collaborative Writing:** Groups co-author articles before individual practice.
-

Communicative Activities

- **Advice Column Role-Play:** Students receive a “problem letter” (e.g., *I can't concentrate on my studies*). They brainstorm advice, then turn it into a short persuasive article.
- **Persuasion Challenge:** In pairs, students each write one piece of advice and try to make it as persuasive as possible. Class votes on which sounds most convincing.
- **Headline Match:** Provide headlines (*How to stay motivated when you're tired*). Students predict what advice the article might contain, then write their own version.

- **Peer Review Swap:** Students exchange drafts and highlight where the writer was most persuasive and where they could improve.
- **Group Magazine Project:** Each group produces a set of articles around a theme (e.g., health, study tips, travel hacks).

SPEAKING

1. Describe in detail the personal significance of events and experiences

Learning Strategies

- Use a **storytelling framework**: setting → event → feelings → reflection.
- Focus on **descriptive language** (adjectives/adverbs, metaphors, idioms).
- Link events to **values or lessons learned**.

Communicative Activities

- **Memory Map:** Students create a mind map of a meaningful event and present it.
 - **Photo Storytelling:** Bring a photo of an important moment and describe why it mattered.
 - **“Why It Mattered” Circle:** Students share an event; peers ask questions to draw out significance.
-

2. Explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options

Learning Strategies

- Use a **pros/cons chart** before speaking.
- Learn **signposting language**: *On the one hand...* / *However...* / *A key advantage is...*
- Practice balancing views before stating a personal stance.

Communicative Activities

- **Opinion Line:** Students stand on a “Agree–Disagree” spectrum and justify their position.
 - **Pros & Cons Brainstorm:** In pairs, students brainstorm for/against points, then present them.
 - **Decision-Making Task:** Groups discuss options (e.g., how to spend a budget) and present pros/cons.
-

3. Give a clear, prepared presentation on a familiar topic, supporting or opposing a particular point of view

Learning Strategies

- Organize ideas with **intro–main points–conclusion** structure.
- Use **visual support** (slides, posters, mind maps).
- Rehearse with **timing and transitions**.

Communicative Activities

- **Mini-Talks:** Students give 2–3 minute talks on everyday topics (travel, education, hobbies).
 - **Debate Presentation:** Students prepare to defend or oppose a statement.
 - **Peer Feedback:** Listeners use a checklist (clarity, organization, persuasive language).
-

4. Engage in extended conversations on most general topics in a clearly participatory manner, even in moderately noisy environments

Learning Strategies

- Practice **backchanneling** (*Really? I see. That's interesting.*).
- Use **turn-taking signals** (*Can I add something? What do you think?*).
- Train in **clarification requests** (*Sorry, did you mean...?*).

Communicative Activities

- **Café Debate:** Play background café audio while students discuss a topic.
 - **Conversation Relay:** Students rotate partners, continuing the same discussion.
 - **Opinion Swap:** Students exchange opinion cards and discuss each in pairs.
-

5. Sustain their opinions in discussions by providing relevant explanations, arguments, and comments

Learning Strategies

- Use **PEEL technique** (Point–Evidence–Example–Link).
- Anticipate **counterarguments** and prepare responses.
- Build a bank of **discourse markers** (*For instance, moreover, actually, in fact*).

Communicative Activities

- **Role-Play Discussions:** Assign roles (supporter, challenger, mediator) in a debate.
- **Hot Topics Roundtable:** Small groups discuss a current issue; facilitator encourages follow-up questions.
- **Devil's Advocate:** One student challenges others, forcing them to defend their opinions.

MEDIATION

 **Objective:** *Summarize extracts from news items, interviews or documentaries containing opinions, arguments and discussions*

Learning Strategies

- **Active note-taking:** Use symbols, keywords, or mind maps while listening.
- **Identify structure:** Focus on *who said what*, *main arguments*, and *supporting evidence*.
- **Differentiate fact vs. opinion:** Spot evaluative language (*I believe, it seems, clearly*).
- **Paraphrasing practice:** Use synonyms and restructuring to avoid copying exact words.

Methodologies

- **Listening for Gist → Listening for Detail:** First play for overall topic, second for specific arguments.
- **Scaffolded Summarization:** Begin with sentence frames (*The speaker argued that... / One important point made was...*).
- **Integrated Skills Approach:** Combine listening with short speaking or writing summaries.
- **Jigsaw Listening:** Split extracts across groups; each summarizes their part and shares.

Communicative Activities

- **News Flash Summary:** Students listen to a short news item and give a 2–3 sentence spoken summary.
- **Interview Reporter:** After listening to an interview, students role-play as reporters summarizing what was said for an audience.
- **Summarize & Compare:** Students summarize the same documentary clip individually, then compare summaries in pairs to refine accuracy.
- **Fact vs. Opinion Sorter:** Students identify which parts of a clip are factual and which show the speaker's viewpoint, then summarize accordingly.
- **Group Digest:** In groups, each listens to different short clips (news, interview, discussion). They summarize their clip, then the group compiles a “digest” of today's key ideas.

UNIT 3

READING

Objective 1: Identify the sequence of events in narratives to follow the storyline clearly

Learning Strategies

- Track **time markers**: first, then, after that, meanwhile, suddenly.
- Use **story maps or timelines** to visually organize events.
- Take **brief notes** while reading to capture key moments.

Methodologies

- **Story Reconstruction**: Students listen or read a narrative, then reorder jumbled events.
- **Dictogloss Approach**: Listen or read in chunks, take notes, and reconstruct the story.
- **Chunked Reading**: Pause at key points to discuss or predict what happens next.

Communicative Activities

- **Jumbled Story**: Give students shuffled sentences or pictures from a story; they reorder them.
- **Story Retelling in Pairs**: Students take turns narrating events in chronological order.
- **Timeline Comic**: Students draw a short comic strip or timeline summarizing the story sequence.

Objective 2: Apply various reading strategies to enhance understanding, including identifying main points and using contextual clues to check comprehension

Learning Strategies

- **Skimming**: Read quickly to grasp the main idea.
- **Scanning**: Look for specific information like names, dates, or facts.
- **Contextual guessing**: Deduce meaning of unknown words from surrounding text.
- **Highlighting and annotating** key ideas rather than reading every word.

Methodologies

- **Strategy Training**: Model and practice skimming, scanning, and contextual guessing.
- **Reading Circles**: Assign roles (summarizer, vocabulary detective, connector).
- **Think-Aloud**: Teacher demonstrates reading strategies while verbalizing thoughts.

Communicative Activities

- **Gist Challenge:** Students skim a text and summarize its main idea in one sentence.
- **Context Clues Quiz:** Provide sentences with missing words; students infer meaning.
- **Information Hunt:** Students scan a longer text to quickly answer comprehension questions.
- **Main Idea Ranking:** Students choose which sentences best represent the main points.

LISTENING

Objective 1: Recognize viewpoints and attitudes, as well as factual information, in recordings related to social, professional, or academic life

Learning Strategies

- **Listen for signal words** indicating opinion or attitude (*I think, I believe, in my view, clearly*).
- Pay attention to **tone, intonation, and stress** to detect speaker attitude.
- Take **structured notes** distinguishing *facts* vs *opinions*.
- Look for **hedging language** (*might, could, probably*) that signals personal viewpoint.

Methodologies

- **Focused listening tasks:** students identify facts, opinions, and attitudes in short recordings.
- **Noticing technique:** highlight key phrases that indicate attitude or bias.
- **Model analysis:** teacher plays examples of professional or social recordings, discussing markers of viewpoints.

Communicative Activities

- **Fact vs Opinion Sort:** Students listen to a podcast/news extract and classify statements.
- **Speaker Attitude Quiz:** Students guess speaker's feelings or stance and justify with evidence.
- **Mini-Debate Follow-Up:** After listening, students summarize the viewpoints and discuss their own opinions.

Objective 2: Understand detailed instructions well enough to follow them successfully

Learning Strategies

- **Predictive listening:** anticipate steps or outcomes before hearing full instructions.

- **Chunking:** break instructions into smaller, manageable parts.
- **Note-taking:** jot keywords and sequencing words (*first, next, after that, finally*).

Methodologies

- **Task-Based Listening:** students perform a task based on audio instructions.
- **Stepwise modelling:** teacher demonstrates following instructions while students take notes.
- **Controlled practice:** short, clear instructions first, gradually moving to longer, more complex ones.

Communicative Activities

- **Follow the Steps:** Students listen to directions to draw, build, or complete a form.
- **Instruction Relay:** One student listens to instructions and must explain them to a partner who completes the task.
- **Recipe/DIY Task:** Listen to a recorded procedure and then recreate or sequence the steps.

WRITING

Learning Strategies

- **Story Mapping:** Plan events in chronological order (beginning → middle → end).
- **Linking Language Bank:** Use connectors to show relationships:
 - **Time/sequence:** first, then, afterwards, finally
 - **Cause/effect:** because, so, as a result
 - **Contrast:** however, although, on the other hand
 - **Addition:** moreover, besides, in addition
- **Sensory and descriptive language:** Encourage adjectives, adverbs, and figurative language to make the narrative vivid.
- **PEEL-like approach for experiences:** Point → Example → Effect → Link to overall significance.

Methodologies

- **Process Writing:** Brainstorm → Plan → Draft → Peer review → Edit → Final version.
- **Model Text Analysis:** Analyse sample narratives for structure, linkers, and descriptive language.
- **Collaborative Writing:** Students co-write a story or description to practice coherent sequencing and linking ideas.
- **Guided Practice:** Scaffold with sentence starters for each paragraph or event.

Communicative Activities

- **Timeline Storytelling:** Students plan an event on a timeline and narrate it orally or in writing.
- **Picture Prompt Descriptions:** Show a series of images and have students describe the events in order, connecting ideas coherently.
- **“What Happened Next?” Task:** Students are given the start of a story and must continue it, ensuring coherence and logical connections.
- **Peer Story Exchange:** Students write a paragraph, swap with a partner, and add continuation while maintaining logical flow.
- **Sensory Detail Challenge:** Focus on including at least 3 sensory details (sight, sound, touch, taste, smell) per paragraph.

SPEAKING

1. Construct a chain of reasoned arguments to support or oppose a point of view

Learning Strategies

- Use the **PEEL framework**: Point → Explanation → Example → Link.
- Anticipate counterarguments and prepare **rebuttals**.
- Employ **signposting language**: *Firstly, moreover, therefore, on the other hand*.

Communicative Activities

- **Mini-Debates:** Students take a position and build three linked arguments.
- **Argument Mapping:** Visually connect points and supporting evidence.
- **Devil’s Advocate:** Partner challenges arguments, forcing a reasoned chain of defense.

2. Present arguments for and against different options, clearly outlining advantages and disadvantages

Learning Strategies

- Use a **T-chart or pros/cons table** before speaking.
- Practice using **evaluation language**: *One advantage is... / A disadvantage could be...*
- Consider **short-term vs long-term consequences**.

Communicative Activities

- **Decision-Making Task:** Groups compare options (e.g., travel plans, work projects) and present pros/cons.
- **Opinion Swap:** Students defend both sides of a controversial statement.
- **Pros & Cons Relay:** One student starts, others add advantages/disadvantages in turn.

3. Take an active part in informal discussions in familiar contexts

Learning Strategies

- Practice **backchanneling** (*I see, Really?, That's interesting*).
- Use **clarification and follow-up phrases** (*Could you explain...? / What about...?*).
- Prepare **hypothesis language**: *It might be because... / Perhaps...*

Communicative Activities

- **Café Conversations**: Simulate noisy environments; students maintain participation.
 - **Roundtable Discussion**: Students rotate speaking, commenting on others' ideas.
 - **Hypothesis Chain**: One student suggests a cause; others speculate consequences.
-

4. Express ideas and opinions with precision and respond convincingly to complex arguments

Learning Strategies

- Build **technical or topic-specific vocabulary**.
- Practice **paraphrasing and reformulating** to clarify meaning.
- Train **active listening for rebuttals** and formulate precise responses.

Communicative Activities

- **Complex Debate**: Introduce a multi-faceted issue; students must respond to counterarguments.
 - **Argument Extension**: Students take a partner's point and expand it logically.
 - **Role-play Panels**: Students act as experts responding to audience questions.
-

5. Outline an issue or problem clearly, speculate about causes or consequences, and weigh advantages/disadvantages

Learning Strategies

- Use **problem-solution frameworks**: Issue → Causes → Effects → Solutions.
- Train **conditional language** for speculation (*If... then... / Could lead to...*).
- Summarize findings in **structured notes** before speaking.

Communicative Activities

- **Problem-Solving Discussion:** Groups analyse a scenario (e.g., school policy, environmental issue) and propose solutions.
 - **Speculation Task:** Students predict outcomes of current events and discuss pros/cons.
 - **Cause–Effect Chains:** Students map causes and consequences visually, then present orally.
-

6. Carry out an effective, fluent interview, moving beyond prepared questions and following up on interesting responses

Learning Strategies

- Prepare **open-ended questions**: Who, What, Why, How.
- Practice **active listening** for follow-up opportunities.
- Take **structured notes** to track responses and generate spontaneous questions.

Communicative Activities

- **Hot Seat Interview:** One student takes a role; others ask prepared and follow-up questions.
- **Two-Round Interviews:** Round 1 uses prepared questions; Round 2 relies solely on follow-ups.
- **Find the Story Task:** Students interview peers about ordinary events, discovering unexpected details.

MEDIATION

1. Facilitate group discussions by clarifying contributions, managing turn-taking, and reformulating ideas

Learning Strategies

- Build a **facilitation language bank**: *Could you clarify what you mean?, Let's hear from..., In other words....*
- Practice **active listening** to paraphrase accurately.
- Observe and note **discussion dynamics** (who speaks, who supports, who challenges).

Communicative Activities

- **Discussion Role Cards:** Assign facilitator, supporter, challenger roles. Rotate roles.
 - **Fishbowl:** Inner circle conducts a discussion; outer circle observes facilitation techniques.
 - **Clarification Relay:** Students restate others' ideas before adding their own.
-

2. Compare and interpret different viewpoints in a discussion, highlighting key differences and similarities

Learning Strategies

- Take **structured notes**: columns for each viewpoint.
- Use **comparison language**: *Both agree that...* / *The main difference is...* / *In contrast....*
- Focus on **main ideas vs. supporting details**.

Communicative Activities

- **Debate Summarizer**: After a debate, a student summarizes similarities and differences.
- **Agreement Tracker**: Students mark points of agreement/disagreement on a shared board.
- **Discussion Jigsaw**: Each group listens to a different viewpoint and reports back to compare with others.

3. Summarize extracts from news items, interviews or documentaries containing opinions, arguments and discussions

Learning Strategies

- Identify **main points and supporting evidence** while listening.
- Distinguish **fact vs. opinion**.
- Practice **concise paraphrasing** for summaries.

Communicative Activities

- **News Digest**: Students summarize a short news extract in 2–3 sentences.
- **Reporter Role-Play**: Summarize key ideas from an interview as if reporting to the class.
- **Peer Comparison**: Compare individual summaries to refine accuracy.

4. Take accurate notes in meetings and seminars on most matters likely to arise within their field of interest

Learning Strategies

- Use **abbreviations, symbols, and structured note formats** (columns, bullets, mind maps).
- Focus on **main ideas, decisions, and actions** rather than full sentences.
- Recognize **key discourse markers** for decision-making (*It was agreed that...* / *The key point is...*).

Communicative Activities

- **Simulated Meeting:** Students practice note-taking while a teacher or peer role-plays a meeting.
 - **Note Swap & Check:** Students exchange notes to identify missed points.
 - **Action Tracker:** Students extract decisions and follow-up tasks from meeting notes.
-

5. Act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary in a plenary

Learning Strategies

- Organize notes into **ideas, decisions, actions, and follow-up**.
- Practice **concise reporting language**: *The group agreed that...* / *There was discussion on...* / *The main decision was....*
- Develop **summarizing skills** for verbal presentation.

Communicative Activities

- **Mini-Plenary:** After a discussion, a student presents the group's ideas and decisions.
- **Collaborative Summary:** Groups work together to combine individual notes into a coherent summary.
- **Feedback Loop:** Class asks questions or clarifications on the rapporteur's summary.

UNIT 4

READING

1. Recognize different structures in discursive texts

Learning Strategies

- Learn to **identify signal phrases** indicating structure:
 - **Contrasting arguments:** *however, on the other hand, in contrast*
 - **Problem–solution:** *the problem is... / one solution could be...*
 - **Cause–effect:** *because, as a result, consequently*
- Annotate texts with **structure codes** (C = contrast, P = problem, S = solution, E = effect).

Communicative Activities

- **Structure Mapping:** Students highlight text sections and label the type of argument.
 - **Text Reconstruction:** Provide shuffled paragraphs; students reorder according to structure.
 - **Compare Structures:** Present two articles on the same topic with different structures and discuss differences.
-

2. Determine the tone of texts, identifying whether the author is for or against a viewpoint

Learning Strategies

- Look for **evaluative language** (*clearly, unfortunately, fortunately, surprisingly*).
- Pay attention to **modality and hedging** (*might, could, should*) to detect opinion.
- Annotate phrases signalling author stance.

Communicative Activities

- **Tone Detectives:** Students highlight words/phrases that indicate support, opposition, or neutrality.
 - **Agree or Disagree Task:** Students explain why they think the author supports or opposes a viewpoint.
 - **Mini-Debate:** Compare tones of two authors on the same issue; discuss implications.
-

3. Apply various reading strategies to enhance understanding

Learning Strategies

- **Skimming** for main idea, **scanning** for details.
- **Contextual guessing** for unknown words or unclear references.
- **Annotation:** underline main points, circle signal words, highlight examples.

Communicative Activities

- **Gist Challenge:** Students read a text quickly and summarize it in one sentence.
 - **Information Hunt:** Scan for specific information, then report in pairs.
 - **Prediction Task:** Stop mid-text; students predict the next argument or outcome using context clues.
-

4. Deduce the meaning of unknown words and phrases, including idioms, similes, and metaphors

Learning Strategies

- Analyse **prefixes, suffixes, and roots** for clues.
- Use **contextual cues** from surrounding sentences.
- Maintain a **vocabulary journal** for idioms and figurative expressions.

Communicative Activities

- **Context Clue Quiz:** Students infer meaning of underlined words in text and justify reasoning.
- **Figurative Language Hunt:** Identify similes/metaphors in a passage and explain their meaning.
- **Word Formation Challenge:** Given a root, students create related words and use them in sentences.

LISTENING

1. Identify the main reasons for and against an argument or idea in discussions

Learning Strategies

- **Pros/Cons Chart:** Note down supporting and opposing arguments as you listen.
- **Listen for signposting language:** *On the one hand... / However... / The main reason against is...*
- **Focus on key ideas vs. examples:** Distinguish between core arguments and illustrative details.
- **Predict and check:** Anticipate what reasons might be presented next.

Communicative Activities

- **Pros & Cons Hunt:** Listen to a short debate or discussion and complete a chart of reasons for/against.
- **Opinion Relay:** After listening, students report arguments in pairs and discuss which are strongest.
- **Mini-Debate Follow-Up:** Students use extracted arguments to debate the same topic in class.

2. Follow complex lines of argument in clearly articulated lectures

Learning Strategies

- **Note-taking framework:** Use headings, bullet points, arrows to show connections.
- **Identify logical connectors:** *Firstly, moreover, therefore, as a result, in contrast.*
- **Chunking:** Break the lecture into main ideas and supporting details.
- **Active listening cues:** Signal when a speaker is moving to a new point or providing evidence.

Communicative Activities

- **Lecture Mapping:** Students listen to a short lecture and create a mind map of the argument.
- **Summary Writing:** After listening, summarize the lecturer's key points and conclusions.
- **Argument Chain Reconstruction:** Students reorder jumbled points from the lecture to reflect the logical flow.
- **Peer Teaching:** Students explain parts of the argument to each other, reinforcing understanding.

WRITING

1. Write essays or reports presenting arguments for and against a particular viewpoint

Learning Strategies

- **Plan before writing:** Brainstorm main points, organize into pros/cons, decide on structure.
- **Use signposting language:**
 - *Firstly... / In addition... / On the other hand... / Therefore...*
- **Balance arguments:** Present both sides before stating a conclusion.
- **Support points with examples and evidence** to enhance credibility.

Methodologies

- **Process Writing Approach:** Brainstorm → Outline → Draft → Peer Review → Revise.
- **Model Text Analysis:** Examine sample essays/reports to identify structure, argument flow, and connectors.
- **Guided Writing:** Provide paragraph frames or prompts for pros/cons sections.

Communicative Activities

- **Debate-to-Write:** Students debate a topic orally first, then write an essay/report summarizing both sides.
- **Pros & Cons Chart:** Students complete a chart before drafting their essay.
- **Peer Exchange:** Students read a partner's draft and identify missing arguments or unclear points.

- **Opinion Swap:** Students write both for and against an argument, then compare approaches.
-

2. Revise texts with attention to both form and meaning

Learning Strategies

- **Form-focused revision:** Check grammar, punctuation, sentence structure.
- **Meaning-focused revision:** Ensure clarity, logical flow, and relevance to the topic.
- **Use checklists:** Include both language/form items (*verb tense, connectors, subject-verb agreement*) and content/logic items (*clear thesis, balanced arguments, supporting examples*).

Methodologies

- **Self-Editing:** Students revise their own essays using a guided checklist.
- **Peer Editing:** Exchange drafts to provide feedback on form and content.
- **Mini-Lessons:** Focused teaching of common errors or weak argument structures before revision.

Communicative Activities

- **Error Spotting:** Students correct errors in sample paragraphs.
- **Clarity Challenge:** Students rewrite unclear sentences from peers' drafts for improved meaning.
- **Argument Flow Check:** Students read a partner's essay and rearrange sentences/paragraphs for better logical order.
- **Revision Relay:** Groups collaboratively improve different parts of a text in stages.

SPEAKING

1. Give clear, detailed descriptions on a wide range of subjects related to their field of interest

Learning Strategies

- Use **topic maps or mind maps** to organize ideas logically.
- Incorporate **domain-specific vocabulary** for clarity and precision.
- Apply **linking words** for coherence: *firstly, in addition, finally*.

Communicative Activities

- **Expert Presentation:** Students explain a topic from their field as if teaching others.
- **Picture/Video Prompt:** Describe what is happening and its significance.
- **"Did You Know?" Task:** Share interesting facts on a subject and invite questions.

2. Explain a viewpoint on a topical issue, giving advantages and disadvantages

Learning Strategies

- Use **pros/cons charts** to organize ideas.
- Signal your stance with **discourse markers**: *On the one hand...*, *On the other hand...*
- Support points with **examples and evidence**.

Communicative Activities

- **Opinion Line**: Students position themselves along an Agree–Disagree continuum and justify.
 - **Mini-Debates**: Students present arguments for and against a topic.
 - **Role Play Decision-Making**: Groups weigh options and discuss advantages/disadvantages.
-

3 & 4. Construct a chain of reasoned arguments; present arguments for/against options

Learning Strategies

- Use **PEEL framework** (Point → Explanation → Example → Link).
- Anticipate counterarguments and prepare **rebuttals**.
- Maintain **logical sequencing** with signposting phrases: *Firstly, moreover, therefore*.

Communicative Activities

- **Structured Debate**: Students build chains of arguments supporting or opposing a statement.
 - **Argument Mapping**: Visually connect claims, evidence, and conclusions.
 - **Devil's Advocate**: One student challenges arguments; others defend them.
-

5 & 6. Take part in informal discussions; express ideas precisely and respond convincingly

Learning Strategies

- Practice **backchanneling and clarification phrases**: *I see, Could you clarify...?*

- Use **conditional language and modal verbs** for speculation: *It could be... / Perhaps...*
- Develop **topic-specific vocabulary** to express ideas with precision.

Communicative Activities

- **Café Discussion Simulation:** Maintain participation despite moderate background noise.
 - **Opinion Exchange:** Students comment, agree/disagree, and build on others' ideas.
 - **Complex Issue Roundtable:** Students respond to multifaceted problems, extending arguments.
-

7. Sustain opinions by providing relevant explanations, arguments, and comments

Learning Strategies

- Prepare supporting examples for recurring discussion topics.
- Practice **linking evidence to opinions**.
- Use **discourse markers for reasoning**: *For instance, moreover, in fact.*

Communicative Activities

- **Hypothesis Challenge:** Discuss potential outcomes of a decision and defend your reasoning.
 - **Follow-Up Questions:** Partners challenge opinions; students provide extended explanations.
 - **Opinion Extension:** Extend peer's argument with additional reasoning.
-

8. Outline an issue or problem; speculate causes/consequences; weigh options

Learning Strategies

- Use **problem–solution framework**: Issue → Causes → Effects → Solutions.
- Employ **conditional and speculative language**: *If..., then..., could lead to....*
- Note **advantages/disadvantages** for structured discussion.

Communicative Activities

- **Problem-Solving Groups:** Analyse scenarios, speculate consequences, and present solutions.

- **Cause–Effect Mapping:** Visualize the problem and discuss consequences collaboratively.
 - **Decision-Making Debate:** Evaluate different approaches and weigh pros/cons.
-

9. Carry out an effective, fluent interview, following up beyond prepared questions

Learning Strategies

- Prepare **open-ended questions** for richer responses.
- Practice **active listening and note-taking** for follow-up questions.
- Develop **strategies for prompting elaboration:** *Can you tell me more about...?*

Communicative Activities

- **Hot Seat Interviews:** Students interview classmates on a chosen topic, asking spontaneous follow-ups.
- **Two-Round Interview:** Round 1 uses prepared questions; Round 2 relies on follow-up exploration.
- **Peer Feedback:** Assess clarity, depth, and fluency of interview performance.

MEDIATION

Objective:

Summarize the plot and sequence of events in a film or play.

Learning Strategies

- **Note-taking:** While watching or listening, jot down key events, characters, and turning points.
 - **Timeline method:** Organize events chronologically to clarify the storyline.
 - **Identify main vs. minor events:** Focus on key plot points, not every detail.
 - **Look for cues:** Watch/listen for **signalling language or visual cues** (e.g., “later that evening,” flashbacks, scene changes).
-

Methodologies

- **Active Watching/Listening:** Stop at intervals to discuss or note events.
- **Guided Viewing:** Provide pre-questions about plot, characters, and key conflicts.
- **Chunking:** Divide the film/play into acts/scenes and summarize each separately.

- **Model Summaries:** Show examples of concise plot summaries to highlight main ideas.
-

Communicative Activities

- **Timeline Retelling:** Students create a visual timeline of main events and orally summarize it.
 - **Story Map:** Map characters, conflicts, and resolutions to clarify plot connections.
 - **Partner Summaries:** Each student summarizes a different act/scene and shares with a partner.
 - **Guess the Plot:** Students describe events without naming the film/play; peers guess it.
 - **Film/Play Poster:** Create a summary poster highlighting main events, characters, and climax.
-

☒ Integrated Approach:

1. **Pre-viewing:** Discuss predictions, characters, or setting.
2. **While-viewing:** Students take notes on main events and turning points.
3. **Post-viewing:** Students create a chronological summary, timeline, or story map.
4. **Follow-up:** Share summaries in pairs or groups and compare details.

UNIT 5

READING

Objectives:

1. *Scan long and complex texts to locate relevant details efficiently.*
 2. *Recognize different structures in discursive texts, such as contrasting arguments, problem–solution presentations, and cause–and–effect relationships.*
-

Learning Strategies

For scanning to locate details:

- Look for **keywords or numbers** related to the question or task.
- Use **typographical clues**: headings, bold/italic text, bullet points.
- Practice **skimming first** to get an overview, then scan for specifics.
- Focus on **signal words**: *for example, specifically, in contrast, consequently.*

For recognizing text structures:

- Identify **contrast signals**: *however, on the other hand, whereas.*

- Identify **problem–solution signals**: *the problem is... / a possible solution is....*
 - Identify **cause–effect signals**: *because, as a result, consequently.*
 - Annotate the text with **structure codes** (C = contrast, P = problem, S = solution, E = effect).
-

Methodologies

- **Guided Reading Tasks**: Provide texts with embedded questions that require scanning.
 - **Structure Highlighting**: Students underline or color-code parts of the text according to the discursive structure.
 - **Chunked Reading**: Break the text into sections; analyze each for structure and details.
 - **Model Demonstration**: Teacher models scanning techniques and structural recognition on sample paragraphs.
-

Communicative Activities

- **Information Hunt**: Students locate specific facts, figures, or examples in a long text and report findings.
- **Structure Mapping**: Students create diagrams showing arguments, problems/solutions, or cause/effect relationships.
- **Jigsaw Reading**: Different groups scan different sections, then share key points to reconstruct the overall structure.
- **Signal Word Match**: Students identify signal words in a text and explain their function.
- **Timed Scanning Challenge**: Give students a set time to locate details and discuss strategies used.

LISTENING

Objective:

Understand detailed instructions well enough to follow them successfully.

Learning Strategies

- **Predictive listening**: Anticipate steps or outcomes before hearing full instructions.
- **Chunking**: Break instructions into smaller, manageable segments.
- **Note-taking**: Jot keywords, sequence markers, and numbers.
- **Identify signal phrases**: *First, next, after that, finally, make sure to...*
- **Visualizing**: Imagine the process or action while listening.

Methodologies

- **Task-Based Listening:** Students perform a task based on audio instructions.
 - **Controlled Practice:** Begin with short, clear instructions, then gradually increase complexity.
 - **Stepwise Modelling:** Teacher demonstrates following instructions while students observe and take notes.
 - **Interactive Demonstration:** Students follow instructions in real-time, checking comprehension as they go.
-

Communicative Activities

- **Follow the Steps:** Students listen to directions to draw a diagram, assemble something, or complete a form.
- **Instruction Relay:** One student listens to instructions and explains them to a partner who carries out the task.
- **Recipe/DIY Task:** Students follow a recorded procedure and sequence the steps correctly.
- **Sequencing Cards:** Students receive steps in jumbled order and must arrange them correctly after listening.
- **Peer-Guided Task:** In pairs, students take turns giving and following detailed instructions.

WRITING

1. Evaluate different ideas or solutions to a problem, clearly presenting pros and cons

Learning Strategies

- Use a **T-chart or pros/cons table** to organize ideas.
- Apply **evaluation language**: *One advantage is...* / *A disadvantage could be...* / *On the other hand...*
- Consider **short-term vs long-term consequences**.
- Prioritize ideas based on **effectiveness, feasibility, or relevance**.

Communicative Activities

- **Problem-Solving Discussion:** Groups analyse a scenario and list pros and cons for each solution.
- **Decision-Making Task:** Students present their evaluation and defend their preferred option.
- **Debate with Evaluation:** Students argue for or against solutions, highlighting advantages and disadvantages.

- **Ranking Challenge:** Students rank solutions from most to least effective and justify reasoning.

2. Reflect on writing and revise to improve coherence and flow between ideas

Learning Strategies

- Read text **holistically**, checking if ideas progress logically.
- Use **linking words and phrases**: *Firstly, moreover, therefore, in contrast, as a result.*
- Check **paragraph structure**: one main idea per paragraph, supporting details included.
- Self-questioning: *Does each sentence follow logically? Are transitions smooth?*

Communicative Activities

- **Peer Review:** Exchange drafts and suggest improvements in coherence and flow.
- **Paragraph Rearrangement:** Students reorder jumbled paragraphs to create a logical flow.
- **Transition Focus Task:** Highlight areas where linking words are missing or can be improved.
- **Reflective Journaling:** Students comment on their writing choices and propose revisions.

3. Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, relevance)

Learning Strategies

- Use a **revision checklist**: grammar, punctuation, sentence structure, clarity, relevance, and logical argumentation.
- Apply **editing in stages**: first focus on meaning/coherence, then check grammar and punctuation.
- Read text **aloud** to identify awkward sentences or unclear ideas.

Communicative Activities

- **Error Spotting:** Students correct errors in sample paragraphs.
- **Clarity Challenge:** Rewrite unclear sentences for better meaning.
- **Peer Editing:** Exchange texts and provide feedback on form and content.
- **Revision Relay:** Groups collaboratively improve different parts of a text step by step.

SPEAKING

Objective:

Provide a clear, detailed explanation of how to carry out a procedure or task.

Learning Strategies

- **Sequence Planning:** Break the procedure into clear, logical steps.
 - **Use sequencing language:** *First, then, next, after that, finally.*
 - **Include necessary details:** Materials, tools, time, safety precautions, or tips.
 - **Check clarity:** Each step should be unambiguous and easy to follow.
 - **Consider the audience:** Adjust language complexity according to the reader/listener.
-

Methodologies

- **Process Writing/Speaking:** Brainstorm → Organize steps → Draft → Revise → Present.
 - **Model Analysis:** Study sample procedural texts or instructional videos to identify structure and language.
 - **Stepwise Scaffolding:** Provide sentence starters or templates for each step.
-

Communicative Activities

- **Instructional Writing Task:** Students write step-by-step guides for familiar tasks (e.g., making tea, using a software tool).
- **Peer Instruction:** Students give oral instructions for a task; partners follow the instructions.
- **Sequencing Challenge:** Present jumbled steps; students reorder them logically and explain.
- **Visual Aids Task:** Students include diagrams, flowcharts, or pictures to support written or oral instructions.
- **“How-to” Video Analysis:** Watch a short instructional video and summarize the steps clearly.

MEDIATION

1. Facilitate group discussions by clarifying contributions, managing turn-taking, and reformulating ideas

Learning Strategies

- Develop a **facilitation language bank:** *Could you clarify that point?, Let's hear from..., In other words....*

- Practice **active listening** to accurately paraphrase others' ideas.
- Observe **discussion dynamics**: who contributes, who supports, who challenges.

Communicative Activities

- **Role-Play Discussion**: Assign facilitator, supporter, challenger roles; rotate roles.
 - **Fishbowl Technique**: Inner circle discusses; outer circle observes facilitation skills.
 - **Clarification Relay**: Students reformulate ideas before adding their own.
-

2. Compare and interpret different viewpoints in a discussion

Learning Strategies

- Take **structured notes**: create columns for each viewpoint.
- Use **comparison language**: *Both agree that...* / *The main difference is...* / *In contrast....*
- Distinguish **main points vs. supporting details**.

Communicative Activities

- **Debate Summary Task**: After a discussion, students summarize key similarities and differences.
 - **Agreement Tracker**: Students mark points of agreement/disagreement on a shared board.
 - **Jigsaw Listening**: Groups listen to different viewpoints, then share and compare.
-

3. Summarize extracts from news items, interviews, or documentaries

Learning Strategies

- Identify **main ideas and supporting evidence** while listening.
- Distinguish **fact vs. opinion**.
- Practice **concise paraphrasing** for summaries.

Communicative Activities

- **News Digest**: Students summarize extracts in 2–3 sentences.
 - **Reporter Role-Play**: Summarize an interview for the class.
 - **Peer Comparison**: Compare individual summaries and refine accuracy.
-

4. Take accurate notes in meetings and seminars

Learning Strategies

- Use **abbreviations, symbols, or structured formats** (columns, bullets, mind maps).
- Focus on **main ideas, decisions, and actions**, not every word.
- Recognize **key discourse markers**: *It was agreed that...* / *The key point is....*

Communicative Activities

- **Simulated Meeting**: Students practice note-taking while a teacher or peer role-plays a meeting.
 - **Note Swap & Check**: Compare notes to identify missing points.
 - **Action Tracker**: Extract decisions and follow-up tasks from notes.
-

5. Act as rapporteur, noting ideas and summarizing in a plenary

Learning Strategies

- Organize notes into **ideas, decisions, actions**.
- Practice **concise reporting language**: *The group agreed that...* / *There was discussion on...* / *The main decision was....*
- Develop **summarizing skills** for verbal presentation.

Communicative Activities

- **Mini-Plenary**: Student presents the group's ideas and decisions.
- **Collaborative Summary**: Combine individual notes into a coherent summary.
- **Feedback Loop**: Class asks clarifying questions about the rapporteur's summary.

SDG

Objective:

Write an article about how individuals can help fight climate change.

Learning Strategies

- **Brainstorm ideas**: List practical actions individuals can take (e.g., reducing energy use, recycling, using public transport).
- **Use clear structure**: Introduction → Body (reasons/actions) → Conclusion.
- **Use persuasive language**: *It is important to...* / *Individuals can...* / *One way to...*

- **Support ideas with examples and facts:** Strengthen credibility with statistics or real-life examples.
 - **Consider the audience:** Choose a tone suitable for readers interested in environmental issues.
-

Methodologies

- **Model Text Analysis:** Study sample articles to identify structure, persuasive techniques, and vocabulary.
 - **Process Writing Approach:** Brainstorm → Plan → Draft → Peer Review → Revise.
 - **Guided Writing:** Provide sentence starters or paragraph scaffolds.
-

Communicative Activities

- **Brainstorm Session:** In pairs or groups, generate a list of actions to fight climate change.
 - **Pros & Cons Discussion:** Evaluate which individual actions have the most impact.
 - **Article Drafting:** Students write their own article using a clear structure and linking phrases.
 - **Peer Review:** Exchange drafts to check clarity, persuasiveness, and grammar.
 - **Presentation/Display:** Share final articles in class or create a class newsletter/blog.
-

Language Support / Useful Phrases

- **Introduction:** *Climate change is one of the most urgent issues facing our planet today...*
- **Suggesting actions:** *One way individuals can help is... / People should consider... / Reducing... can make a difference.*
- **Linking ideas:** *Firstly, moreover, in addition, consequently.*
- **Conclusion:** *By taking small steps, everyone can contribute to a healthier planet.*

UNIT 6

READING

Objectives:

1. *Identify referents of pronouns within texts.*
2. *Understand personal emails or postings, even when some colloquial language is used.*
3. *Apply various reading strategies to enhance understanding, including identifying main points and using contextual clues to check comprehension.*
4. *Deduce the meaning of unknown words and phrases, including idioms, similes, and metaphors, by analysing prefixes, suffixes, and context.*

Learning Strategies

1. Identify referents of pronouns

- Look for **closest nouns** or proper nouns that the pronoun might refer to.
- Check **gender, number, and context** to match pronouns correctly.
- Highlight pronouns and underline possible antecedents.

2. Understand personal emails or postings

- Look for **informal expressions, phrasal verbs, and abbreviations**.
- Pay attention to **context, tone, and relationship between sender and receiver**.
- Skim for **overall meaning**, then scan for details.

3. Apply reading strategies

- **Skimming** for gist.
- **Scanning** for specific information.
- **Predicting content** based on headings, subject lines, or opening sentences.
- **Annotating**: underline main ideas, circle signal words, highlight unknown words.

4. Deduce meaning of unknown words/phrases

- Analyse **prefixes, suffixes, and roots**.
- Use **contextual clues** from surrounding sentences.
- Pay attention to **figurative language**: idioms, similes, metaphors.
- Keep a **vocabulary journal** to record new words and expressions.

Methodologies

- **Guided Reading**: Teacher models identifying pronoun referents, scanning for key info, and deducing meaning from context.
- **Email Analysis**: Examine sample personal emails to identify colloquial language and infer meaning.
- **Annotation Exercises**: Students highlight main points, pronouns, and signal words in texts.
- **Vocabulary Deduction**: Use texts with idioms/metaphors for students to guess meaning and justify their reasoning.

Communicative Activities

- **Pronoun Matching**: Students match pronouns in a text to their antecedents.
- **Email Comprehension Task**: Read personal emails; answer questions about content, tone, and implied meaning.

- **Gist & Detail Questions:** Skim and scan a text to answer main idea and specific detail questions.
- **Figurative Language Hunt:** Identify idioms, similes, and metaphors, then explain their meaning in context.
- **Peer Discussion:** Compare interpretations of colloquial expressions or ambiguous pronoun references.

LISTENING

Objective:

Understand detailed instructions well enough to follow them successfully.

Learning Strategies

- **Predicting steps:** Anticipate the sequence before listening.
 - **Chunking information:** Break instructions into manageable parts.
 - **Identifying key information:** Focus on numbers, times, materials, or critical verbs.
 - **Recognize signal words:** *First, then, next, after that, finally, make sure to...*
 - **Visualization:** Imagine the procedure as it is being described.
-

Methodologies

- **Task-Based Listening:** Students complete tasks while listening to instructions.
 - **Stepwise Modelling:** Teacher demonstrates following instructions while students observe and note key points.
 - **Controlled Practice:** Begin with short instructions and gradually increase complexity.
 - **Interactive Listening:** Students listen and immediately act or explain what they heard.
-

Communicative Activities

- **Follow the Steps:** Listen to instructions to complete a task (e.g., drawing, assembling, or filling forms).
- **Instruction Relay:** One student listens and explains instructions to a partner who performs the task.
- **Sequencing Challenge:** Jumbled steps are given; students listen and order them correctly.
- **Recipe/DIY Task:** Listen to a recorded procedure and perform or outline the steps.
- **Peer Instruction:** Students give and follow detailed instructions in pairs.

WRITING

Objectives:

1. *Describe a variety of subjects related to their field of interest using appropriate genre conventions.*
 2. *Write essays or reports presenting arguments for and against a particular viewpoint, explaining advantages and disadvantages of various options.*
-

Learning Strategies

1. Describing subjects in their field

- **Plan content:** Use mind maps or topic outlines to organize ideas.
- **Use field-specific vocabulary:** Incorporate technical terms or academic expressions.
- **Follow genre conventions:** For reports, include headings, bullet points, and structured paragraphs; for articles, include engaging introductions and summaries.
- **Use cohesive devices:** *Firstly, in addition, moreover, therefore* to link ideas clearly.

2. Argumentative writing (essays/reports)

- **Pros/cons chart:** Organize points supporting and opposing a viewpoint.
 - **PEEL framework:** Point → Explanation → Example → Link to strengthen arguments.
 - **Use signposting language:** *On the one hand... / On the other hand... / Consequently... / In conclusion...*
 - **Balance arguments:** Present both sides before a reasoned conclusion.
-

Methodologies

- **Process Writing:** Brainstorm → Outline → Draft → Peer Review → Revise.
 - **Model Text Analysis:** Study examples of descriptive reports and argumentative essays to identify structure, style, and vocabulary.
 - **Guided Writing:** Provide paragraph frames, sentence starters, and linking phrases.
 - **Peer Feedback:** Exchange drafts to evaluate clarity, coherence, and argument balance.
-

Communicative Activities

- **Expert Description:** Students describe a topic in their field, orally or in writing, following genre conventions.
- **Pros & Cons Debate:** Discuss a controversial topic, then use ideas to write an essay/report.
- **Peer Review:** Exchange drafts to suggest improvements in clarity, cohesion, and argumentation.

- **Genre Identification Task:** Examine sample texts to identify descriptive vs argumentative conventions.
- **Revision Activity:** Focus on improving flow, coherence, and vocabulary accuracy in final drafts.

SPEAKING

Objectives

1. Give clear, detailed descriptions on a wide range of subjects related to their field of interest.
2. Engage in extended conversations on most general topics in a clearly participatory manner, even in moderately noisy environments.

Learning Strategies

1. Giving detailed descriptions

- **Plan your points:** Use mental or written outlines: *Introduction* → *Key features* → *Examples* → *Conclusion*.
- **Use field-specific vocabulary** and descriptive adjectives.
- **Use cohesive and sequencing phrases:** *Firstly, in addition, moreover, as a result.*
- **Add examples and explanations** to clarify and expand descriptions.

2. Engaging in extended conversations

- **Active listening:** Show engagement with backchanneling: *I see, really?, That's interesting.*
- **Ask follow-up questions** to sustain interaction.
- **Paraphrase or reformulate** ideas to clarify meaning.
- **Manage turn-taking politely:** *What do you think about...? / Could I add something?*
- **Handle moderate background noise:** Focus on keywords, gestures, and context clues.

Methodologies

- **Task-Based Speaking:** Students discuss or describe topics in pairs or small groups.
- **Role-Play:** Simulate real-life scenarios, such as interviews, presentations, or professional discussions.
- **Guided Questioning:** Provide prompts to structure extended conversation.
- **Modelling & Repetition:** Teacher demonstrates a detailed description and interactive conversation.

Communicative Activities

- **Expert Talk:** Each student explains a topic from their field to peers, including details, examples, and relevance.
- **Conversation Circles:** Rotate partners to engage in extended discussions on general topics.
- **Picture/Video Prompt:** Describe the scene or event in detail, then answer questions from peers.
- **Follow-Up Question Task:** Students ask and answer questions to deepen conversations.
- **Noise Challenge:** Conduct discussions with background sounds to practice focusing on key information.

MEDIATION

Objectives

1. *Facilitate group discussions by clarifying contributions, managing turn-taking, and reformulating ideas as needed.*
2. *Compare and interpret different viewpoints in a discussion, highlighting key differences and similarities.*
3. *Act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary.*

Learning Strategies

1. Facilitating group discussions

- **Use mediation language:** *Could you clarify that point? / Let's hear from someone who hasn't spoken yet / In other words...*
- **Paraphrase contributions** to ensure understanding.
- **Monitor participation:** Encourage quieter students and manage dominant speakers.

2. Comparing and interpreting viewpoints

- **Take structured notes:** columns for each viewpoint.
- **Identify agreements and disagreements** clearly.
- **Use comparison language:** *In contrast... / Both agree that... / The key difference is...*

3. Acting as a rapporteur

- **Organize notes into categories:** ideas, decisions, actions.
- **Use summarizing phrases:** *The group agreed that... / There was discussion about... / The main points were...*
- **Verify accuracy:** Check understanding with participants before presenting.

Methodologies

- **Role-Play Mediation:** Assign students roles as facilitators, participants, and rapporteurs.
 - **Structured Discussion:** Provide a clear topic and discussion questions.
 - **Modelling:** Teacher demonstrates paraphrasing, managing turns, and summarizing.
 - **Guided Practice:** Scaffold language for clarification, comparison, and summary.
-

Communicative Activities

- **Facilitated Group Discussion:** Students practice clarifying, paraphrasing, and turn-taking.
- **Viewpoint Comparison Task:** Students summarize and compare perspectives, noting agreements and differences.
- **Rapporteur Role-Play:** One student acts as rapporteur, presenting the group's discussion to the class.
- **Feedback & Reflection:** Peers provide feedback on mediation language and accuracy of summary.
- **Decision-Making Simulation:** Groups reach a consensus on a problem and the rapporteur summarizes outcomes.

SDG

Objective:

Participate in a discussion about barriers to education and possible solutions.

Learning Strategies

- **Brainstorming:** Identify common barriers (e.g., financial, social, cultural, accessibility) and possible solutions.
 - **Use structured language:** *One major barrier is... / A possible solution could be... / In my opinion...*
 - **Active listening:** Take notes on others' points to respond appropriately.
 - **Expressing agreement/disagreement politely:** *I see your point, but I think... / That's interesting; however...*
 - **Sequencing ideas:** Present ideas logically: problem → cause → solution.
-

Methodologies

- **Task-Based Discussion:** Students explore the topic in small groups.
- **Guided Questioning:** Provide prompts like: *What are the main barriers to education in your country? / How can communities or governments help?*

- **Role-Play:** Assign roles (e.g., student, teacher, policymaker) to simulate realistic discussion.
 - **Modelling**
 - : Teacher demonstrates language for presenting problems and proposing solutions.
-

Communicative Activities

- **Barrier-Solution Brainstorm:** In pairs or groups, list barriers and suggest solutions.
- **Discussion Roundtable:** Share ideas and discuss feasibility of proposed solutions.
- **Opinion Statements:** Students state a problem and a corresponding solution, supporting it with examples.
- **Agree/Disagree Debate:** Students respond to peers' solutions, giving pros and cons.
- **Group Summary:** One student summarizes the discussion, highlighting key barriers and solutions.

UNIT 7

Reading:

1. *Scan long and complex texts to locate relevant details efficiently.*
 2. *Deduce the meaning of unknown words and phrases, including idioms, similes, and metaphors, by analysing prefixes, suffixes, and context.*
-

Learning Strategies

1. Scanning texts

- **Set a clear purpose** before reading (e.g., names, dates, statistics, opinions).
- **Use visual markers:** headings, subheadings, numbers, italics, bullet points.
- **Practice selective attention:** avoid reading line by line; move eyes quickly across text.
- **Use key word recognition:** focus on content words (nouns, verbs, adjectives) that answer the question.

2. Deducing meaning

- **Use word parts:** analyse prefixes (*un-*, *re-*, *mis-*) and suffixes (*-able*, *-tion*, *-ness*).
 - **Context clues:** check surrounding words for synonyms, examples, or contrasts.
 - **Check grammatical role:** is the unknown word a noun, verb, adjective?
 - **Interpret figurative language:** identify if an expression is literal or metaphorical.
 - **Make an educated guess first,** then confirm meaning through rereading.
-

Methodologies

- **Task-based reading:** give students real or adapted texts with clear scanning tasks.
 - **Noticing activities:** highlight idioms and metaphors in texts for analysis.
 - **Guided discovery:** encourage students to work out meaning before teacher explanation.
 - **Think-aloud modelling:** teacher demonstrates scanning and deducing in real time.
-

Communicative Activities

- **Info Hunt Race:** Students compete to find specific details in long texts.
- **Scanning Jigsaw:** Each group scans a different part of a text to extract answers, then shares findings.
- **Word Detective:** Students deduce meaning of unknown words/idioms from context, then compare guesses.
- **Metaphor Match:** Match idioms/similes/metaphors to their meanings using clues in a text.
- **Context Challenge:** Provide sentences with missing words; students deduce correct meaning from context.

Listening

Objective:

- Understand detailed instructions well enough to follow them successfully.

Learning Strategies:

- Practice breaking down long instructions into smaller steps.
- Highlight or underline key action words (e.g., *turn*, *add*, *remove*, *underline*).
- Paraphrase instructions in simpler words to check comprehension.
- Use sequencing markers (*first*, *then*, *next*, *finally*) to organize the steps mentally.

Methodologies:

- **Task-based learning (TBL):** Learners complete real or simulated tasks (e.g., assembling, cooking, using software) following instructions.
- **Guided discovery:** Students follow step-by-step teacher directions and then reflect on strategies.
- **Scaffolding:** Teacher provides visual or written support (flowcharts, numbered steps) and gradually removes them.

Communicative Activities:

- **“Blindfold Task”:** One student gives instructions while the other performs the task without seeing (e.g., drawing a shape, arranging objects).
- **DIY Challenge:** Students receive complex instructions (e.g., origami, building with Lego, following a recipe) and must complete the product.

- **Peer Instructions:** Learners write their own step-by-step instructions for a simple classroom or home task, then swap and follow each other's instructions.
- **Escape Room Activity:** Students solve puzzles by carefully following layered instructions.

Writing

Objective:

- Compose formal correspondence such as letters of enquiry, request, application, and complaint using appropriate register, structure, and conventions.

Learning Strategies:

- Study and compare model formal letters to notice conventions (greetings, closings, layout).
- Create a “bank” of useful formal expressions (e.g., *I am writing to enquire about..., I would be grateful if you could...*).
- Practice shifting informal phrases into formal equivalents.
- Use checklists to self-edit (register, tone, clarity, structure, grammar).

Methodologies:

- **Genre-based approach:** Analyze features of formal correspondence (purpose, audience, tone) before producing similar texts.
- **Process writing:** Brainstorm → plan → draft → peer review → final version.
- **Scaffolding:** Provide templates or sentence starters, then gradually reduce support.
- **Noticing activities:** Highlight register shifts in sample letters (informal vs. formal).

Communicative Activities:

- **Letter Swap:** Students draft a letter of enquiry, then exchange with a peer who must write an appropriate reply.
- **Role-play Correspondence:** One group plays “customers/clients,” the other “companies/organizations.” They write and respond to requests/complaints.
- **Editing Race:** Teacher gives a poorly written letter; students work in pairs to “repair” register, tone, and structure.
- **Real-life Task:** Learners compose an actual email or letter of request (e.g., to a library, university, or company) and discuss outcomes in class.

Speaking

Objectives

- Provide a clear, detailed explanation of how to carry out a procedure or task.
- Use telecommunications for a variety of personal and professional purposes, requesting clarification when faced with unfamiliar accents or terminology. (cafe hub)

Learning Strategies

- Break instructions into logical steps using sequencing markers (*first, then, next, finally*).
 - Use gestures or visual aids to support spoken explanations.
 - Practice paraphrasing and rephrasing when communication breaks down.
 - Develop active listening strategies (noting key words, asking for clarification).
 - Keep a bank of useful telephone/online expressions (*Could you repeat that, please?, Do you mean...?*).
-

Methodologies

- **Task-based learning (TBL):** Learners explain and carry out real-world tasks.
 - **Communicative approach:** Focus on clarity, audience awareness, and authentic language use.
 - **Role-play scenarios:** Practice telecommunications in both familiar and professional contexts.
 - **Strategy training:** Teach repair strategies (asking for repetition, summarizing back to check understanding).
-

Communicative Activities

- **Explain & Do:** One student explains a simple procedure (e.g., making tea, installing an app) while the partner follows instructions.
- **Blindfold Challenge:** One student gives instructions to a blindfolded peer (e.g., drawing a shape, navigating a map).
- **Telephone Game (Professional Version):** Students role-play phone or video calls in different scenarios (booking, job inquiry, customer support).
- **Accents Hub (Cafe Hub):** Students listen to short recordings in varied accents, then role-play responding via phone/chat, asking for clarification.
- **Troubleshooting Role-Play:** One student calls tech/customer support, the other explains steps to solve the issue.

Mediation

Objectives

- Summarise extracts from news items, interviews or documentaries containing opinions, arguments and discussions.
 - Take accurate notes in meetings and seminars on most matters likely to arise within their field of interest.
 - Act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary.
-

Learning Strategies

- Use **note-taking frameworks** (Cornell method, bullet points, mind maps) to capture key ideas efficiently.
 - Develop **summarising techniques**: identify main points, distinguish fact vs. opinion, omit repetition.
 - Practice **listening for structure**: recognising signposting phrases (*firstly, on the other hand, in conclusion*).
 - Train in **reformulation skills**: rephrasing complex ideas in simpler terms for clarity.
 - Use **peer-checking**: compare summaries/notes to ensure accuracy and completeness.
-

Methodologies

- **Content-based learning (CBI)**: Use authentic materials (e.g., TED Talks, BBC interviews, panel discussions).
 - **Task-based learning (TBL)**: Learners complete real-world mediation tasks (note-taking, summarising group work).
 - **Collaborative learning**: Group work where each learner takes a different mediation role (note-taker, summariser, discussion leader).
 - **Process writing/speaking**: Draft, edit, and refine summaries of discussions or media extracts.
-

Communicative Activities

- **News Flash Summary**: Students watch/listen to a short news clip, take notes, and deliver a 1-minute oral or written summary.
- **Meeting Notes Relay**: During a mock meeting, one student takes notes, then compares with a partner to refine accuracy.
- **Rapporteur Role-play**: In group discussions (e.g., on education reforms, climate solutions), one student acts as rapporteur, summarising back to the group and later reporting to the class.
- **Opinion Sorting**: Students read or listen to an interview with mixed viewpoints, then categorise arguments *for* and *against* before presenting a summary.
- **Seminar Simulation**: Teacher runs a mini-seminar on a topic; students practice structured note-taking, then produce a written or oral digest.

UNIT 8

Reading

- Deduce the meaning of unknown words and phrases, including idioms, similes, and metaphors, by analysing prefixes, suffixes, and context.
- Recognize different structures in discursive texts, such as contrasting arguments, problem–solution presentations, and cause–and–effect relationships.
- Identify referents of pronouns within texts.

Learning Strategies

- Use **morphological analysis**: break words into prefixes, roots, and suffixes to predict meaning.
 - Apply **contextual guessing**: look at surrounding words, examples, or contrasts to infer unknown vocabulary.
 - Train in **text-structure awareness**: highlight signal words (*however, therefore, in contrast, as a result*) to identify organization.
 - Practice **tracking pronoun chains**: ask “Who/What does this refer to?” and underline antecedents.
 - Keep a **personal glossary** for idioms, metaphors, and figurative expressions encountered in reading.
-

Methodologies

- **Genre-based instruction**: Work with discursive texts like opinion essays, reports, or articles.
 - **Text-mapping**: Use graphic organizers (cause–effect charts, pros/cons tables) to visualize structure.
 - **Guided discovery**: Teacher scaffolds by showing examples of idioms, figurative language, and cohesive devices.
 - **Noticing approach**: Highlight and analyze cohesive ties (pronouns, conjunctions, reference chains).
 - **Reading circles**: Assign roles (vocabulary detective, structure spotter, reference tracker) for collaborative reading.
-

Communicative Activities

- **Idiom Hunt**: Students find idioms or figurative expressions in an authentic text and explain meanings in context.
- **Text Structure Puzzle**: Provide mixed-up paragraphs from a discursive text; learners reorder them based on logical structure.
- **Pronoun Race**: Teams compete to correctly identify antecedents of pronouns in a reading passage.
- **Cause & Effect Mapping**: Students read a short article and create a flowchart showing the relationships.
- **Context Clues Game**: Teacher blanks out difficult words in a text; students guess meanings from context and justify their reasoning.

Listening

Objectives

- Follow complex lines of argument in clearly articulated lectures, especially on reasonably familiar topics.
 - Follow the chronological sequence in extended informal discourse, such as stories or anecdotes.
-

Learning Strategies

- **Note-taking practice:** Train learners to write keywords, symbols, or diagrams instead of full sentences.
 - **Signal word awareness:** Identify discourse markers like *first, next, however, on the other hand, finally* to track argumentation and sequence.
 - **Prediction:** Encourage learners to anticipate the speaker's next point based on context and structure.
 - **Chunking:** Break listening input into smaller sections to avoid overload.
 - **Reconstruction:** After listening, learners try to retell the argument or story to check comprehension.
-

Methodologies

- **Task-based listening:** Learners complete a task (e.g., filling a flow chart, sequencing events, or completing an argument map) while listening.
 - **Top-down listening:** Focus on the overall message, identifying main ideas before details.
 - **Bottom-up listening:** Focus on discourse markers, intonation, and connectors that show logical or chronological relations.
 - **Interactive listening:** Pair/group work where learners retell or compare notes after listening.
 - **Integrated skills:** Combine listening with speaking/writing tasks (e.g., summarizing arguments orally or in writing).
-

Communicative Activities

- **Argument Mapping:** Students listen to a lecture and draw a diagram showing main claims, supporting evidence, and counterpoints.
- **Story Sequencing:** Provide jumbled story cards; students put them in order after listening to an anecdote.
- **Lecture Bingo:** Cards contain discourse markers (*for example, on the contrary, therefore*); students tick them as they hear them in a talk.
- **Chain Retelling:** One student retells part of a story/argument; the next continues, ensuring the logical or chronological flow is maintained.
- **Podcast/Video Summaries:** Students listen to a short podcast or watch a video lecture, then give oral/written summaries focusing on sequence and logic.

Writing

Objectives

- Produce essays or reports that develop an argument systematically, highlighting significant points and supporting them with relevant details.
 - Reflect on their writing and revise to improve coherence and flow between ideas.
 - Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic).
-

Learning Strategies

- **Planning before writing:** Use outlines, mind maps, or argument trees to structure ideas logically.
 - **Model analysis:** Study well-structured essays/reports to identify how arguments are introduced, developed, and concluded.
 - **Drafting in stages:** Encourage writing in multiple drafts, focusing first on content, then on structure, and finally on accuracy.
 - **Peer feedback:** Exchange drafts to receive constructive feedback on clarity and coherence.
 - **Self-editing checklists:** Use guided checklists (grammar, punctuation, linking devices, relevance) for revision.
-

Methodologies

- **Process writing approach:** Plan → draft → peer review → revise → edit → final version.
 - **Genre-based writing:** Teach conventions of academic essays, reports, and opinion pieces through examples.
 - **Collaborative writing:** Pairs or groups co-write reports or essays, discussing organization and language choices.
 - **Writing conferences:** Teacher-student mini-meetings to discuss drafts and improvement areas.
 - **Error correction codes:** Use correction symbols (e.g., *WW* = wrong word, *P* = punctuation) to promote learner independence in revision.
-

Communicative Activities

- **Debate-to-Essay:** Students debate a topic orally, then transform arguments into a structured essay/report.
- **Essay Puzzle:** Provide paragraphs from a scrambled essay; students organize them into a logical structure.

- **Peer Editing Workshops:** Students swap drafts, highlight strong arguments, and suggest improvements for coherence and flow.
- **Report Writing from Data:** Learners analyze charts, surveys, or case studies and write a report highlighting key findings.
- **Revision Race:** In groups, students compete to improve the clarity, logic, and accuracy of a sample poorly written essay.

Speaking

Objective

- Describe in detail the personal significance of events and experiences.
-

Learning Strategies

- **Use time markers** (*when I was younger, at that moment, afterwards*) to structure the narration clearly.
 - **Expand with feelings:** Add emotions, reflections, and lessons learned (*I felt proud because..., It changed the way I think about...*).
 - **Practice vivid language:** Use descriptive adjectives, similes, and metaphors to make stories engaging.
 - **Prepare memory triggers:** Jot down keywords instead of full sentences to guide fluency.
 - **Link ideas smoothly:** Use connectors like *because, so, however, in the end*.
-

Methodologies

- **Task-Based Learning (TBL):** Learners recount meaningful events as part of a communicative task (e.g., storytelling contest).
 - **Narrative approach:** Teacher models a story with personal significance → students imitate with their own.
 - **Scaffolding:** Provide guiding questions (*Where were you? Who was with you? Why was it important?*) before independent production.
 - **Reflective speaking:** Encourage personal reflection and meaning-making instead of just factual recounting.
-

Communicative Activities

- **Story Circles:** Students share an event with a partner, then rotate to new partners to retell it more fluently.
- **“Most Important Moment” Wall:** Learners write a keyword on a sticky note, place it on the wall, and narrate their experience to the class.

- **Interview & Report Back:** In pairs, students interview each other about a meaningful event, then present their partner's story to the group.
- **Memory Box:** Teacher brings prompts (photos, objects, music clips) → students connect them to a personal event and describe why it matters.
- **Story Ladder:** Students tell their story in 30 seconds, then 1 minute, then 2 minutes—adding more detail each time.

Mediation

Objectives

- Facilitate group discussions by clarifying contributions, managing turn-taking, and reformulating ideas as needed.
 - Compare and interpret different viewpoints in a discussion, highlighting key differences and similarities.
 - Summarise the plot and sequence of events in a film or play.
 - Summarise extracts from news items, interviews or documentaries containing opinions, arguments and discussions.
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Learning Strategies

- **Active listening:** Take notes on main ideas, supporting arguments, and examples.
 - **Reformulation practice:** Paraphrase what others say in simpler or clearer language.
 - **Discourse markers:** Use expressions like “*So what you mean is...*”, “*On the other hand...*”, “*In contrast...*” to organize ideas.
 - **Summarising frameworks:** Apply structures like *Somebody–Wanted–But–So–Then* (for narratives) or *Issue–Viewpoints–Conclusion* (for debates).
 - **Turn-taking awareness:** Use polite strategies (“*Let’s hear from...*”, “*Could you expand on that?*”) to manage discussions.
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Methodologies

- **Collaborative learning:** Small groups work together to exchange viewpoints and summarize outcomes.
 - **Guided mediation tasks:** Teacher provides texts, videos, or recordings for learners to mediate meaning to peers.
 - **Discussion scaffolding:** Provide sentence starters for clarifying and comparing viewpoints.
 - **Integrated skills approach:** Combine listening/reading input with speaking/writing mediation tasks.
 - **Role-based discussions:** Assign facilitator, summariser, and rapporteur roles to practice mediation skills.
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Communicative Activities

- **Fishbowl Debate:** Inner circle discusses while outer circle observes and later summarizes different viewpoints.
- **Viewpoint Comparison Grid:** After a debate/news clip, students fill a chart with *Argument A* vs. *Argument B* and then present similarities/differences.
- **Film/Play Recap:** Students watch a short film/play excerpt and retell the sequence of events to a partner who hasn't seen it.
- **News Mediation Task:** Students read/watch a news report and summarise it for a peer in simpler language.
- **Group Discussion Role-Play:** Assign roles (*facilitator, challenger, supporter, summariser*) and rotate after each round.
- **Rapporteur Activity:** Groups discuss a problem; one student takes notes and later reports back to the class summarizing agreements and disagreements.

UNIT 9

Reading

Scan long and complex texts to locate relevant details efficiently.

Identify topic sentences to quickly grasp the content without detailed reading

1. Learning Strategies

For scanning long and complex texts to locate relevant details efficiently:

- **Skimming vs. scanning distinction:** Teach students the difference between skimming (general understanding) and scanning (specific information search).
- **Keyword spotting:** Train students to identify and underline keywords related to the question before reading the text.
- **Prediction:** Encourage predicting the location of information based on headings, subheadings, and paragraph structure.
- **Time management:** Practice allocating limited time to sections likely to contain the answer.

For identifying topic sentences to grasp content quickly:

- **Paragraph structure awareness:** Teach students to recognize common positions of topic sentences (usually first or last sentence).
- **Signal words recognition:** Look for connecting words like *firstly, in addition, however* to anticipate main ideas.
- **Summarising:** Encourage summarising each paragraph in one sentence to ensure understanding of the main idea.

2. Methodology

- **Task-based learning (TBL):** Use real-life texts (articles, reports, guides) and give students tasks like “Find the paragraph where the author explains X” or “Locate statistics about Y.”
 - **Strategy instruction approach:** Explicitly teach skimming, scanning, and topic sentence identification, then gradually release responsibility.
 - **Collaborative learning:** Pair students to compare their scanning results or topic sentence identifications to promote peer learning.
 - **Chunking:** Break long texts into manageable sections; students practice scanning each section before synthesising information.
 - **Error analysis:** Give students slightly modified or misleading texts where topic sentences are unclear, then discuss strategies for handling ambiguity.
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3. Communicative Activities

A. Scanning-focused activities

1. **Information Hunt:**
 - Give students a long text and a list of specific details/questions.
 - Students race to find the exact sentences containing the information.
 - Example: For a news article, ask “*What are the three main consequences of climate change mentioned?*”
2. **Text Puzzle:**
 - Provide paragraphs in a scrambled order.
 - Students scan to identify main ideas and arrange paragraphs logically.
3. **Fact vs. Opinion Relay:**
 - Students scan a text to quickly extract facts and opinions, then share findings in pairs or small groups.

B. Topic sentence-focused activities

1. **Topic Sentence Match:**
 - Provide a list of topic sentences and a list of paragraphs (or summaries).
 - Students match each sentence to the correct paragraph.
2. **Main Idea Mapping:**
 - Students identify the topic sentence of each paragraph and create a mind map showing how ideas connect.
3. **Speed Summary Challenge:**
 - Students read a text quickly, identify all topic sentences, and then orally summarise the content in one minute.

C. Combined scanning and topic sentence practice

- **Timed Quiz:**
 - Give students a 2-3 page text with 5–10 questions requiring both scanning and identifying topic sentences.
 - Students work individually or in pairs, then discuss strategies used.

Listening

Recognize viewpoints and attitudes, as well as factual information, in recordings related to social, professional, or academic life.

Understand detailed instructions well enough to follow them successfully.

1. Learning Strategies

For recognizing viewpoints, attitudes, and factual information:

- **Active prediction:** Before listening, predict what opinions or attitudes speakers might express based on the context or title.
- **Signal words and intonation:** Pay attention to stress, intonation, and discourse markers (*however, actually, I think, in my opinion*) to identify attitudes.
- **Note-taking:** Record key points, opinions, and supporting evidence while listening.
- **Distinguishing fact vs. opinion:** Encourage marking statements as factual or opinion-based during listening.

For understanding detailed instructions:

- **Chunking information:** Break instructions into smaller steps to process sequentially.
- **Visualization:** Encourage imagining each step while listening.
- **Clarifying questions:** Teach strategies for mentally confirming understanding (“Do I need to do X before Y?”).
- **Listening for keywords:** Identify action verbs, numbers, prepositions, and conditional phrases in instructions.

2. Methodology

- **Task-based listening:** Students complete real-world tasks (e.g., following instructions to assemble, complete a form, or solve a problem) while listening.
- **Top-down and bottom-up approach:**
 - *Top-down:* Predict content and meaning based on context.
 - *Bottom-up:* Focus on individual words, phrases, and connectors to catch details.
- **Collaborative learning:** Pair students to compare notes, confirm understanding, and discuss differing interpretations of viewpoints.
- **Repeated exposure:** Listen to the same recording multiple times—first for gist, then for details, then for attitudes/opinions.
- **Error analysis:** Provide recordings with deliberate misleading statements or incomplete instructions for students to correct or complete.

3. Communicative Activities

A. Recognizing viewpoints and attitudes

1. **Opinion Tracking:**
 - Students listen to a short debate, interview, or podcast segment.
 - Identify each speaker's viewpoint and note key supporting statements.
 - Share in pairs or small groups and discuss differences.
2. **Agree or Disagree:**
 - Students listen to opinions on a topic and decide if they agree/disagree.
 - Justify their choice orally using evidence from the recording.
3. **Fact vs. Opinion Sorting:**
 - Students make two columns (fact/opinion) while listening.
 - Compare answers in groups and discuss clues that helped identify each.

B. Understanding detailed instructions

1. **Follow the Steps:**
 - Teacher reads a set of multi-step instructions (or plays a recording).
 - Students must complete a task, draw a diagram, or arrange cards/steps correctly.
2. **Instruction Gap-fill:**
 - Provide written instructions with missing steps or details.
 - Students listen and fill in missing information accurately.
3. **Role-play Task Completion:**
 - One student gives instructions (based on a recording or prompt) while another follows them to complete a task.
 - Swap roles to practice both giving and following instructions.

C. Combined listening practice

- **Scenario Simulation:**
 - Play a recording related to social/professional/academic life (e.g., a meeting, a tutorial, a public announcement).
 - Students identify key facts, viewpoints, and follow any embedded instructions.
 - Discuss and summarize findings as a group.

Speaking

Provide a clear, detailed explanation of how to carry out a procedure or task.

1. Learning Strategies

For providing clear, detailed explanations:

- **Step sequencing:** Teach students to break down tasks into logical, numbered steps.
- **Use of linking language:** Encourage connectors like *first*, *next*, *then*, *after that*, *finally* to organize explanations.
- **Clarity and precision:** Emphasize clear vocabulary, avoiding ambiguity (e.g., specify “*press the red button*” rather than “*press the button*”).

- **Visualizing while explaining:** Imagine the procedure while speaking to maintain coherence.
 - **Self-monitoring:** Encourage checking understanding cues (e.g., “*Did you understand?*” or “*Make sure the paper is aligned*”).
-

2. Methodology

- **Task-based learning:** Students practice explaining actual or simulated tasks, e.g., making a sandwich, giving directions, or explaining a software procedure.
 - **Modelling and scaffolding:** Teacher demonstrates a detailed explanation first, highlighting structure, vocabulary, and sequence.
 - **Peer teaching:** Students explain tasks to each other, fostering authentic speaking practice.
 - **Feedback-focused practice:** Focus on clarity, sequence, and use of instructional language.
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3. Communicative Activities

A. Step-by-step explanations

1. **How-to Demonstration:**
 - Each student explains a simple procedure while classmates follow along (e.g., drawing a shape, performing a simple science experiment, or assembling an object).
2. **Picture/Diagram Explanation:**
 - Students are given a diagram or picture sequence (e.g., how a plant grows or how to set up a tent) and explain it step by step to a partner.
3. **Role-play Instructions:**
 - One student plays an expert explaining a task; the other plays a learner who asks clarifying questions. Swap roles.

B. Procedural storytelling

1. **Recipe or DIY Instructions:**
 - Students explain a recipe or craft project in detail, using precise sequencing language and transitional phrases.
2. **“Mystery Procedure” Game:**
 - One student explains a procedure without naming the object/task; the partner guesses what is being described. Encourages clear, structured explanation.

C. Fluency and clarity practice

1. **Timed Explanation:**
 - Students must explain a task clearly in 1–2 minutes, emphasizing logical order and completeness.
2. **Peer Feedback Loop:**

- After explaining, classmates summarize what they understood.
- The speaker reflects on whether their instructions were clear and adjusts explanations accordingly.

Mediation

Summarise the plot and sequence of events in a film or play.

1. Learning Strategies

For summarising the plot and sequence of events:

- **Identifying key events:** Focus on main actions, turning points, and conclusions rather than minor details.
 - **Sequencing:** Teach students to note events in chronological order, using phrases like *first, then, after that, finally*.
 - **Note-taking:** Encourage jotting down brief notes while watching or reading (characters, events, settings).
 - **Paraphrasing:** Use own words to convey events to avoid over-reliance on original wording.
 - **Distinguishing essential from non-essential:** Decide which events are crucial for understanding the plot.
-

2. Methodology

- **Task-based mediation:** Students watch a film clip, short play, or read a play extract and prepare a summary to relay to someone who hasn't seen it.
 - **Chunking content:** Break the film/play into manageable scenes; focus on summarising each scene before summarising the whole plot.
 - **Peer mediation practice:** Students summarise and then check with peers for clarity and completeness.
 - **Scaffolding:** Provide sentence frames such as:
 - *"The story begins with..."*, *"Next, ... happens..."*, *"Finally, ..."*
 - **Integration of media:** Use trailers, short films, or recorded play scenes to practice summarising orally or in writing.
-

3. Communicative Activities

A. Plot summarising

1. **Scene-by-Scene Summary:**
 - Students watch a short clip or read a play extract.

- Summarise each scene in one or two sentences, then combine into an overall plot summary.
- 2. **Story Relay:**
 - In small groups, each student summarises one part of a film or play.
 - The next student continues, creating a complete group summary.

B. Oral mediation

1. **Explaining to a Friend:**
 - Students watch a short film or read a scene and orally summarise it to a partner who hasn't seen it.
 - The listener can ask clarifying questions.
2. **Timeline Activity:**
 - Students arrange event cards in chronological order, then present the sequence of events to the class.

C. Written mediation

1. **Summary Writing:**
 - After watching or reading, students write a concise summary using their notes and sequence markers.
 - Peer review can follow to check clarity and accuracy.
2. **Compare & Contrast:**
 - Students summarise the same film/play in different ways (oral, written, graphic timeline) and discuss which method best conveys the plot.

D. Combined multimodal activity

- **Mini-Mediation Project:**
 - Students watch a 5–10 min film clip.
 - They create a short oral summary for a classmate and a visual summary (timeline or storyboard).
 - Peers compare both summaries and discuss completeness and clarity.

UNIT 10

Reading

Recognize different structures in discursive texts, such as contrasting arguments, problem–solution presentations, and cause–and–effect relationships.

Determine the tone of texts, identifying whether the author is for or against a particular viewpoint.

Apply various reading strategies to enhance understanding, including identifying main points and using contextual clues to check comprehension.

Deduce the meaning of unknown words and phrases, including idioms, similes, and metaphors, by analysing prefixes, suffixes, and context.

1. Learning Strategies

For recognizing structures in discursive texts:

- **Text mapping:** Look for organizational markers (*however, on the other hand, therefore, as a result*) to identify contrasting arguments, problem–solution, or cause–effect.
- **Annotation:** Highlight signal words, topic sentences, and paragraph structure to classify the type of argument.
- **Chunking:** Break texts into manageable sections to analyse structure systematically.

For determining tone and viewpoint:

- **Attitude indicators:** Note opinion markers (*I believe, it is clear that, unfortunately*).
- **Fact vs. opinion analysis:** Distinguish objective statements from subjective commentary.
- **Inference practice:** Use context to infer stance when it is implied rather than explicitly stated.

For applying reading strategies to enhance understanding:

- **Skimming for gist:** Identify the main points of paragraphs before reading in detail.
- **Scanning for details:** Use specific questions or keywords to locate relevant information.
- **Contextual guessing:** Use surrounding sentences and text type to check understanding of challenging passages.

For deducing meaning of unknown words and figurative language:

- **Morphological analysis:** Break down words into roots, prefixes, and suffixes to infer meaning.
- **Context clues:** Examine the sentence, paragraph, or text for hints about meaning.
- **Figurative language practice:** Discuss common idioms, similes, and metaphors to improve recognition and interpretation.

2. Methodology

- **Strategy instruction:** Teach recognition of text structures explicitly, followed by guided practice on sample texts.
- **Close reading:** Focus on analysing argument types, tone, and structure paragraph by paragraph.
- **Collaborative discussion:** Pair or group students to compare interpretations of tone and argument types.
- **Incremental challenge:** Start with simple discursive texts and gradually increase complexity with authentic newspaper articles, editorials, and opinion essays.
- **Vocabulary scaffolding:** Teach affixes, roots, and figurative language in context rather than in isolation.

3. Communicative Activities

A. Recognizing discursive structures

1. **Structure Matching:**
 - Provide excerpts of texts and a list of structures (cause–effect, problem–solution, contrast).
 - Students identify and justify the type.
2. **Paragraph Labelling:**
 - Students label each paragraph in a longer text according to its function (argument, evidence, solution, consequence).

B. Determining tone and viewpoint

1. **Agree or Disagree:**
 - Students read a paragraph and identify whether the author is for or against an idea.
 - Discuss evidence supporting their conclusion.
2. **Tone Marking:**
 - Highlight words or phrases that reveal the author’s attitude, then share observations with a partner.

C. Applying reading strategies

1. **Main Point Summaries:**
 - After skimming, students write a one-sentence summary of each paragraph.
 - Compare summaries to check accuracy and understanding.
2. **Contextual Guesswork:**
 - Provide sentences with unknown words. Students guess meaning using context clues, then check dictionary definitions.

D. Figurative language and word deduction

1. **Idioms & Metaphors Detective:**
 - Students identify figurative language in a text and explain its literal vs. intended meaning.
2. **Word Analysis Challenge:**
 - Provide complex words with prefixes/suffixes; students predict meaning and use in their own sentences.

E. Combined activity

- **Editorial Analysis Project:**
 - Students select a short editorial or opinion piece.
 - Identify structure, main points, tone, and unknown words.
 - Present findings to peers, justifying interpretations with textual evidence.

Listening

Identify the main reasons for and against an argument or idea in discussions conducted in clear standard language or a familiar variety.

Understand detailed instructions well enough to follow them successfully.

1. Learning Strategies

For identifying reasons for and against an argument or idea:

- **Active prediction:** Anticipate possible arguments before listening based on topic or context.
- **Signal words recognition:** Listen for words indicating agreement/disagreement or reasons, e.g., *because, since, however, on the other hand*.
- **Note-taking:** Use a two-column chart to separate pros and cons while listening.
- **Summarising:** Paraphrase each argument in your own words to ensure understanding.

For understanding detailed instructions:

- **Chunking steps:** Break instructions into manageable sequential steps.
 - **Listening for keywords:** Focus on action verbs, numbers, and conditional phrases.
 - **Visualization:** Imagine performing each step while listening.
 - **Self-check:** Encourage asking or thinking: “Do I understand what comes next?”
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2. Methodology

- **Task-based listening:** Use real-life audio such as meeting discussions, instructional videos, or tutorials.
 - **Top-down vs. bottom-up approach:**
 - *Top-down:* Predict content and structure from context.
 - *Bottom-up:* Focus on specific words, connectors, and details.
 - **Collaborative listening:** Pair students to compare notes, clarify points, and discuss different perspectives.
 - **Repeated exposure:** Listen multiple times—first for gist, then for arguments, then for instructions.
 - **Guided practice:** Scaffold understanding by pre-teaching vocabulary or signal phrases for arguments and instructions.
-

3. Communicative Activities

A. Identifying reasons for and against

1. **Pros and Cons Table:**
 - Students listen to a discussion or debate.

- Fill in a chart with reasons for and against the topic.
- Compare with a partner to check completeness.
- 2. **Agree/Disagree Debate:**
 - Students listen to one side of a discussion.
 - They then argue for or against it, using points from the recording.
- 3. **Opinion Mapping:**
 - Listen to a discussion and draw a mind map showing arguments, counterarguments, and examples.

B. Following detailed instructions

1. **Step Completion Task:**
 - Play an audio giving multi-step instructions.
 - Students follow along with materials, diagrams, or actions (e.g., drawing, assembling).
2. **Instruction Gap-fill:**
 - Provide partial written instructions; students listen to fill in missing steps.
3. **Role-play Instructions:**
 - One student listens to instructions and performs the task; another gives feedback.
 - Swap roles for practice in giving and following instructions.

C. Combined activity

- **Scenario Simulation:**
 - Play a recording of a meeting, tutorial, or instructional video.
 - Students identify reasons for/against a proposal and summarize instructions given.
 - Discuss findings with peers to ensure understanding.

Writing

Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic).

Produce essays or reports that develop an argument systematically, highlighting significant points and supporting them with relevant details.

1. Learning Strategies

For revising texts (form and meaning):

- **Self-check checklist:** Focus on grammar, punctuation, cohesion, clarity, logical flow, and relevance to topic.
- **Peer review:** Exchange texts with classmates to identify errors and suggest improvements.
- **Highlighting technique:** Use colours or underlining to mark areas needing attention (e.g., grammar in blue, clarity in yellow).
- **Read aloud:** Helps detect awkward phrasing or unclear logic.

For producing essays/reports that develop arguments systematically:

- **Planning:** Outline ideas before writing, including thesis statement, main points, and supporting details.
 - **Paragraph structure:** Topic sentence → explanation → supporting evidence → linking sentence.
 - **Cohesive devices:** Use connectors for addition, contrast, cause-effect (*firstly, however, as a result*).
 - **Evidence integration:** Incorporate examples, statistics, or references to support points.
 - **Revision and reflection:** Re-read drafts to ensure clarity and logical flow.
-

2. Methodology

- **Process writing approach:** Teach writing as stages: planning → drafting → revising → editing → final version.
 - **Model texts:** Analyse sample essays and reports to identify structure, argument development, and language features.
 - **Collaborative writing:** Students co-write a paragraph or essay to discuss structure and ideas.
 - **Peer feedback:** Encourage constructive criticism focusing on both language and content.
 - **Focused mini-lessons:** Target common problem areas (e.g., connectors, thesis statements, paragraph development).
-

3. Communicative Activities

A. Revision-focused activities

1. **Error Hunt:**
 - Students exchange drafts and identify grammar, punctuation, or clarity issues.
 - Discuss why a change improves meaning.
2. **Clarity Check:**
 - Students summarize a partner's paragraph in one sentence to see if the meaning is clear.
3. **Logic Linking Exercise:**
 - Provide jumbled sentences or paragraphs.
 - Students reorganize them to make a logical argument.

B. Essay/report writing activities

1. **Argument Outlining:**
 - Students choose a topic and create a detailed outline with main points, subpoints, and evidence before writing.
2. **Paragraph Expansion:**
 - Start with a topic sentence.

- Students develop it with explanations and examples, focusing on cohesion and relevance.
- 3. **Peer Review Workshop:**
 - Exchange drafts.
 - Check for argument clarity, logical sequencing, relevance, and grammatical accuracy.
- 4. **Timed Essay/Report:**
 - Students write short essays or reports in 30–40 minutes.
 - Afterwards, they self-assess and revise using a checklist for form and meaning.

C. Combined activity

- **Collaborative Report Project:**
 - Students research a topic in pairs or groups.
 - Produce a short report with a clear argument, supporting details, and logical structure.
 - Peer and teacher feedback focus on both grammar and clarity.

Speaking

Give clear, detailed descriptions on a wide range of subjects related to their field of interest.

Explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.

Construct a chain of reasoned arguments to support or oppose a point of view.

Give a clear, prepared presentation on a familiar topic, supporting or opposing a particular point of view.

Present arguments for and against different options, clearly outlining advantages and disadvantages.

Take an active part in informal discussions in familiar contexts by commenting, clearly expressing viewpoints, evaluating alternatives, and making or responding to hypotheses. Express ideas and opinions with precision and respond convincingly to complex arguments.

Sustain their opinions in discussions by providing relevant explanations, arguments, and comments.

Outline an issue or problem clearly, speculate about causes or consequences, and weigh the advantages and disadvantages of different approaches.

1. Learning Strategies

For giving clear descriptions and explanations:

- **Topic scaffolding:** Prepare key vocabulary, phrases, and structures before speaking.
- **Logical sequencing:** Organize ideas using connectors like *firstly*, *in addition*, *however*, *as a result*.
- **Use of examples:** Illustrate points with specific examples, statistics, or anecdotes.

- **Signposting language:** Use phrases like *Let me explain...*, *On the other hand...*, *To conclude...* to structure speech.

For constructing and presenting arguments:

- **Pros and cons chart:** List advantages and disadvantages of each viewpoint before speaking.
- **Reasoned argument chains:** Practice linking cause-effect or problem-solution reasoning.
- **Anticipate counterarguments:** Predict opposing opinions and prepare responses.
- **Paraphrasing and summarizing:** Reformulate points to maintain clarity and engage listeners.

For informal discussions and evaluations:

- **Active listening:** Note key points, opinions, and assumptions of others.
 - **Agreeing/disagreeing politely:** Use phrases like *I see your point, but...*, *That's interesting; however....*
 - **Hypothesis language:** Use speculative phrases (*It could be that...*, *Perhaps...*, *One possible reason is...*).
 - **Clarifying ideas:** Ask questions to ensure understanding and provide precise responses.
-

2. Methodology

- **Task-based speaking:** Engage students in activities requiring real communication, such as debates, problem-solving, or presentations.
 - **Collaborative discussions:** Pair or group students to discuss topics, evaluate alternatives, and negotiate viewpoints.
 - **Guided preparation:** Scaffold presentations and discussions with planning templates, linking words, and structured prompts.
 - **Fluency-building practice:** Focus on extended turns, linking ideas coherently, and sustaining arguments over time.
 - **Feedback cycles:** Provide targeted feedback on content, reasoning, coherence, and language accuracy.
-

3. Communicative Activities

A. Descriptions and explanations

1. **Show-and-Tell:** Students describe an object, image, or concept from their field of interest in detail, using prepared vocabulary and linking words.
2. **Topic Rotation:** Small groups rotate topics; each student explains a concept to peers while others ask clarification questions.

B. Argumentation and viewpoint presentation

1. **Pros and Cons Debate:**

- Students take a stance on a topical issue.
- Present arguments for and against, highlighting advantages/disadvantages.

2. **Reasoned Argument Chains:**

- Give students a statement or problem; they construct a chain of cause-effect reasoning to support or oppose a point of view.

3. **Mini-Presentations:**

- Prepare a 2–3 minute presentation on a familiar topic, supporting or opposing a viewpoint.
- Peers ask questions, prompting extended explanations.

C. Informal discussions

1. **Discussion Circles:**

- Students discuss a scenario or issue, expressing opinions, evaluating alternatives, and speculating on causes or consequences.

2. **Role-play Negotiations:**

- Students assume roles (e.g., manager, scientist, policymaker) to discuss a problem, weigh options, and reach a conclusion.

3. **Hypothesis Challenge:**

- Students make hypotheses about social, scientific, or cultural issues.
- Others respond with supporting or counter-arguments, fostering sustained discussion.

D. Combined activities

- **Problem-Solving Panel:**

- Present a complex problem related to students' interests.
- Students work in groups to outline the issue, speculate causes/consequences, present pros/cons, and reach a reasoned solution.

- **Opinion Exchange Carousel:**

- Students rotate in pairs discussing multiple topics briefly, giving precise opinions, reasoning, and evaluating alternatives.

Mediation

Facilitate group discussions by clarifying contributions, managing turn-taking, and reformulating ideas as needed.

Compare and interpret different viewpoints in a discussion, highlighting key differences and similarities.

Summarise extracts from news items, interviews or documentaries containing opinions, arguments and discussions.

Take accurate notes in meetings and seminars on most matters likely to arise within their field of interest.

1. Learning Strategies

For facilitating group discussions:

- **Active listening:** Focus on understanding speakers' ideas fully before responding.
- **Clarification strategies:** Use phrases such as "*So what you mean is...?*", "*Could you clarify...?*".
- **Turn-taking cues:** Recognize pauses, intonation, and body language to manage conversation flow.
- **Reformulation:** Practice rephrasing others' contributions to ensure clarity and confirm understanding.

For comparing and interpreting viewpoints:

- **Note-taking:** Record key points, supporting arguments, and speaker positions.
- **Classification:** Organize notes into pros/cons, similarities/differences, or causes/consequences.
- **Critical thinking:** Identify underlying assumptions and values in each viewpoint.

For summarising extracts:

- **Identifying main ideas:** Focus on key opinions, arguments, and conclusions rather than minor details.
- **Paraphrasing:** Use own words to convey meaning accurately.
- **Sequencing:** Present information logically, highlighting relationships between ideas.

For accurate note-taking:

- **Abbreviations and symbols:** Develop a personal system for speed and efficiency.
- **Structured notes:** Use headings, bullet points, or tables to organize information.
- **Active filtering:** Distinguish essential information from examples or repetitions.

2. Methodology

- **Task-based mediation:** Students practice real-life scenarios, such as meetings, group discussions, or seminars.
- **Collaborative learning:** Pair or group students to facilitate discussions, compare viewpoints, and summarise information.
- **Scaffolded note-taking:** Introduce templates for meetings or discussions to support accuracy and completeness.
- **Role-play with assigned roles:** Students take turns as moderator, speaker, or summariser to practice different mediation skills.
- **Guided summarisation:** Provide model extracts from news, interviews, or documentaries and analyse summaries together.

3. Communicative Activities**A. Facilitating group discussions**

1. **Discussion Moderator Practice:**
 - Students take turns moderating a small group discussion.
 - Practice clarifying points, managing turn-taking, and reformulating ideas.
2. **Turn-taking Game:**
 - Use a talking token or hand signal to practice orderly participation and encourage all members to contribute.

B. Comparing and interpreting viewpoints

1. **Pros and Cons Mapping:**
 - Students listen to a debate or discussion, then create a table of key points, similarities, and differences.
2. **Viewpoint Swap:**
 - Students present a viewpoint from a reading or listening extract, then swap roles to argue the opposite perspective.

C. Summarising extracts

1. **Summary Relay:**
 - Groups listen to or read a news clip, interview, or documentary extract.
 - Each student summarises a section orally, then the group combines summaries into a cohesive overview.
2. **Written Summary Practice:**
 - After listening or reading, students write a brief summary highlighting opinions, arguments, and key points.
 - Peer review to ensure accuracy and clarity.

D. Note-taking in meetings/seminars

1. **Mock Meeting Notes:**
 - Play a recorded meeting or simulate a seminar.
 - Students take structured notes on main points, decisions, and action items.
2. **Note Comparison:**
 - Students compare notes in pairs or groups, discussing discrepancies and ensuring completeness.

E. Combined activity

- **Mediation Simulation:**
 - Students participate in a simulated meeting or discussion.
 - Roles: facilitator, note-taker, participant.
 - Tasks: clarify contributions, manage turn-taking, summarise viewpoints, and produce a written summary.

SDG

Write an opinion essay on gender stereotypes in advertising.

1. Learning Strategies

For writing an opinion essay on gender stereotypes in advertising:

- **Pre-writing research:** Collect examples of gender stereotypes in advertising (magazines, online, TV, social media).
 - **Planning and outlining:** Organize the essay into introduction (thesis statement), body paragraphs (arguments with evidence), and conclusion (summary and personal opinion).
 - **Argument development:** Use clear reasons for your opinion, supporting each with examples or statistics.
 - **Use of cohesive devices:** Employ connectors to link ideas (*firstly, however, on the other hand, as a result*).
 - **Vocabulary enrichment:** Pre-teach vocabulary related to advertising, media, gender roles, and stereotypes.
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2. Methodology

- **Process writing approach:** Teach writing in stages—brainstorm → outline → draft → revise → edit → final essay.
 - **Model texts:** Analyse sample opinion essays on social issues, highlighting structure, argumentation, and cohesive language.
 - **Collaborative brainstorming:** Students discuss examples of gender stereotypes in pairs or groups to generate ideas before writing.
 - **Peer review:** Students exchange drafts to provide feedback on clarity, logical structure, vocabulary, and relevance.
 - **Mini-lessons:** Focus on thesis statements, supporting arguments, paragraph structure, and formal opinion language.
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3. Communicative Activities

A. Pre-writing activities

1. **Brainstorming Session:**
 - Students list examples of gender stereotypes in advertising they have seen.
 - Discuss in pairs and select the most relevant examples for the essay.
2. **Opinion Mapping:**
 - Create a visual map with thesis, supporting points, evidence, counterarguments, and conclusion.

B. Writing activities

1. **Paragraph Structuring Exercise:**
 - Students practice writing individual paragraphs with a topic sentence, evidence, and linking sentence.
2. **Drafting the Essay:**
 - Students write their essay using the plan and pre-taught connectors.
 - Encourage integrating examples and statistics to support arguments.

C. Revision and editing

1. Peer Review Workshop:

- Exchange essays to check clarity, relevance, grammar, and cohesive argumentation.
- Provide feedback with specific comments, e.g., “*Your argument in paragraph 2 needs more evidence*”.

2. Self-Editing Checklist:

- Grammar, punctuation, paragraph flow, logical progression of arguments, relevance to topic.

D. Follow-up discussion

1. Opinion Sharing:

- Students present their main argument orally to a partner or small group.
- Discuss similarities, differences, and personal perspectives.

This **B2 Language Teaching Toolkit Part 1** was developed and compiled by **Demet Özcan Bayram**, with contributions from AI-assisted educational research and instructional methodology. The content includes comprehensive strategies, methodologies, and communicative activities designed for effective language teaching at the B2 level.