

MUĞLA SITKI KOÇMAN UNIVERSITY SCHOOL OF FOREIGN

LANGUAGESPREPARATORY PROGRAMME ELEMENTARY LEVEL

SYLLABUS

- **ACADEMIC YEAR: 2022-2023**

COURSEBOOK: LANGUAGE HUB INTERMEDIATE B1+

COURSE GOALS: Students will be able to:

- make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.
- make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation.
- summarise, report and give his/her opinion about accumulated factual information on familiar routine and nonroutine matters within his/her field with some confidence.
- write short, simple essays on topics of interest
- write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options
- write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest
- clearly signal chronological sequence in narrative text
- write a simple review of a film, book or TV programme using a limited range of language.
- give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples
- report straightforward factual information on a familiar topic, for example, to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand
- explain the main points in an idea or problem with reasonable precision.
- describe how to do something, giving detailed instructions.
- give a clear, detailed description of how to carry out a procedure
- describe dreams, hopes and ambitions
- relate details of unpredictable occurrences, e.g. an accident
- relate the plot of a book or film and describe his/her reactions
- narrate a story
- describe the personal significance of events and experiences in detail.

- give simple reasons to justify a viewpoint on a familiar topic.
- develop an argument well enough to be followed without difficulty most of the time.
- give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options
- give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time and in which the main points are explained with reasonable precision.

WEEKS	UNITS	OBJECTIVES / UNIT 1
WEEK 17 27.02.23 28.02.23 01.03.23 02.03.23 03.03.23	UNIT 1 COMMUNICATION (13 HRS) COURSEBOOK CONTENT / TOPICS Communication today Who owns English? UNIT 2 EXPERIENCES (7HRS) COURSEBOOK CONTENT / TOPICS Important decisions You can do it!	<ul style="list-style-type: none"> • Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details 2 • Can report straightforward factual information on a familiar topic, for example, to indicate the nature of a problem or to give detailed directions, provided he/she can prepare beforehand 5 • Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended 7 • Can explain the main points in an idea or problem with reasonable precision 9 • Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register 10 • Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and nonroutine matters within his/her field with some confidence 156 • OBJECTIVES / UNIT 2 • Can describe dreams, hopes and ambitions • Can describe the personal significance of events and experiences in detail. • Can give simple reasons to justify a viewpoint on a familiar topic. • Can relate details of unpredictable occurrences, e.g. an accident. • Can adjust his/her expression to make some distinction between formal and informal registers but may not always do so appropriately Can write personal letters describing experiences, feelings and events in some detail.
		GOALS UNIT 1 <ul style="list-style-type: none"> • Update your status on social media / Make a short podcast / plan and conduct an interview / Use rhetorical questions in a presentation / Ask for and respond to help GOALS UNIT 2 <ul style="list-style-type: none"> • Talk about past experiences and things you want to do / Talk about a life-changing decision • Talk about a life-changing decision / talk about an inspirational person / Talk about solving a problem Ask for, give and refuse permission

GRAMMAR RANGE UNIT 1

- Present Simple and Present continuous
- Subject and object questions

GRAMMAR RANGE UNIT 2

- Present perfect simple and past simple
- Present and past ability

VOCABULARY UNIT 1

- Seeing and hearing
- Languages
- Ask for, offer and respond to help

VOCABULARY UNIT 2

- Collocations: making big decisions
- Dependent prepositions
- Problems and solutions
- Permission

ASSESSMENT**REMINDERS****SUGGESTIONS****SUPPLEMENTARY MATERIAL****TEACHING/LEARNING METHODS****TASK TYPES UNIT 1**

Open-ended questions, filling in the blanks, choosing the correct alternatives, matching, multiple choice

TASK TYPES UNIT 2

Open-ended questions, filling in the blanks, matching, multiple choice

WEEKS	UNITS	
WEEK 18 06.03.23 07.03.23 08.03.23 09.03.23 10.03.23	UNIT 2 EXPERIENCES (6 HRS) COURSEBOOK CONTENT / TOPICS Important decisions You can do it!	<ul style="list-style-type: none"> • OBJECTIVES / UNIT 3 • Can relate details of unpredictable occurrences, e.g. an accident. Can clearly signal chronological sequence in narrative text. • Can explain why something is a problem • Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses • Can outline an issue or a problem clearly, speculating about causes or consequences and weighing advantages and disadvantages of different approaches • Can describe the personal significance of events and experiences in detail. • Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference • Can write basic formal emails/letters, for example, to make a complaint and request action.
	UNIT 3 ON THE MOVE (13HRS) COURSEBOOK CONTENT / TOPICS Travel	<ul style="list-style-type: none"> • GOALS UNIT 3 • Talk about a difficult journey or travel experience • Talk about behavior on public transport • Evaluate suggestions and justify a choice • Talk about why a plan didn't work • Tell a story
	UNIT 4 CHANGE (1 HOUR) COURSEBOOK CONTENT / TOPICS Personal change Social change	<ul style="list-style-type: none"> • GRAMMAR RANGE UNIT 3 • Narrative tenses • Articles and quantifiers <ul style="list-style-type: none"> • VOCABULARY UNIT 3 • Collocations: travel information • Nouns ending in <i>-ion</i> • Gradable and ungradable adjectives • Telling a story in five stages
		ASSESSMENT
		REMINDERS
		SUGGESTIONS
		SUPPLEMENTARY MATERIAL
		TEACHING/LEARNING METHODS
		TASK TYPES UNIT 3 listening T/F, filling in the blanks, choosing the correct alternative, matching, multiple choice

WEEKS	UNITS	
WEEK 19 13. 03.23 14.03.23 15.03.23 16.03.23 17.03.23	UNIT 4 CHANGE (13 HRS) COURSEBOOK CONTENT / TOPICS Personal change Social change UNIT 5 WORK AND BUSINESS (3 HRS) COURSEBOOK CONTENT / TOPICS At work In business	<ul style="list-style-type: none"> • OBJECTIVES / UNIT 4 • Can ask and answer questions about plans and intentions. • Can describe dreams, hopes and ambitions. • Can relate the plot of a book or film and describe his/her reactions. • No relevant CEFR descriptor at this level • Can outline an issue or a problem clearly, speculating about causes or consequences and weighing advantages and disadvantages of different approaches • Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession. • Can reformulate an idea to emphasise or explain a point. • Can ask someone to clarify or elaborate what he or she has just said. • Can write short, simple essays on topics of interest.
	SPEAKING EXAM 4 (HRS)	<ul style="list-style-type: none"> • GOALS UNIT 4 • Talk about resolutions and plans • Talk about a life-changing book or film • Make and discuss predictions • Discuss problems, reasons and consequences • Clarify and ask for clarification • Make and deal with complaints
		<ul style="list-style-type: none"> • GRAMMAR RANGE UNIT 4 • Future forms • Making predictions
		<ul style="list-style-type: none"> • VOCABULARY UNIT 4 • Collocations. Goals and resolutions • Prefixes: dis-, mis-, over-, re-, under- • Clarification • Making and dealing with complaints
		ASSESSMENT SPEAKING EXAM (13.03.23) INCLUDING A2 AND B1 COURSE BOOKS
		REMINDERS

	SUGGESTIONS
	SUPPLEMENTARY MATERIAL
	TEACHING/LEARNING METHODS
	TASK TYPES UNIT 4 filling in the blanks, multiple choice, listening T/F, matching

WEEKS	UNITS	
WEEK 20 20.03.23 21.03.23 22.03.23 23.03.23 24.03.23	UNIT 5 WORK AND BUSINESS (11HRS) COURSEBOOK CONTENT / TOPICS At work In business UNIT 6 SPORTS AND HOBBIES (5HRS) COURSEBOOK CONTENT / TOPICS Take part!Hobbies ACHIEVEMENT 2(4 HRS)	<ul style="list-style-type: none"> • OBJECTIVES / UNIT 5 • Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended. Can offer advice on simple matters within his/her field of experience • Can outline an issue or a problem clearly, speculating about causes or consequences and weighing advantages and disadvantages of different approaches • Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options • Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples • Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time and in which the main points are explained with reasonable precision • Can write a basic letter of application with limited supporting details
		<ul style="list-style-type: none"> • GOALS UNIT 5 • • Discuss and give advice about employment skills and career interests • Discuss and suggest workplace benefits and changes • Describe and evaluate a small business • Talk about environmental business ideas
		<ul style="list-style-type: none"> • GRAMMAR RANGE UNIT 5 • • Past habits and states • The passive
		<ul style="list-style-type: none"> • VOCABULARY UNIT 5 • Employment skills and qualities

	<ul style="list-style-type: none"> • Verbs of influence • Business collocations • Structuring a presentation
	ASSESSMENT
	ACHIEVEMENT 2(4 HRS) 24.03.23 INCLUDING UNIT 2
	REMINDERS
	SUGGESTIONS
	SUPPLEMENTARY MATERIAL
	TEACHING/LEARNING METHODS
	TASK TYPES UNIT 5
	filling in the blanks, multiple choice, listening T/F, matching

WEEKS	UNITS	
WEEK 21 27.03.23 28.03.23 29.03.23 30.03.23 31.03.23	UNIT 6 SPORTS AND HOBBIES (9HRS) COURSEBOOK CONTENT / TOPICS Take part!Hobbies UNIT 7 FOOD(11 HRS)	<ul style="list-style-type: none"> • OBJECTIVES / UNIT 6 • Can give a clear, detailed description of how to carry out a procedure • Can develop an argument well enough to be followed without difficulty most of the time • Can explain the main points in an idea or problem with reasonable precision. • Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events) Can express belief, opinion, agreement and disagreement politely. • Can give brief comments on the views of others • Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest • OBJECTIVES / UNIT 7 • Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses. Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses • Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly,

<p>COURSEBOOK CONTENT / TOPICS Eating out</p>	<p>evaluating alternative proposals and making and responding to hypotheses</p> <ul style="list-style-type: none"> • Can explain the main points in an idea or problem with reasonable precision. • Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc • Can offer advice on simple matters within his/her field of experience • Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation
	<ul style="list-style-type: none"> • GOALS UNIT 6 • Describe a sport game • Give a short, persuasive talk • Talk about hobbies and free time activities • Discuss trying new things • Express your opinion • GOALS UNIT 7 • Talk about eating out • Make speculations and deductions about food • Compare different types of food • Compare a range of solutions and choose the best one • Make suggestions
	<ul style="list-style-type: none"> • GRAMMAR RANGE UNIT 6 • Modals of obligation • Present perfect continuous • <i>Had to/ needed to</i> • GRAMMAR RANGE UNIT 7 • • Modals of speculation and deduction • Comparatives and superlatives the..., the...
	<ul style="list-style-type: none"> • VOCABULARY UNIT 6 • Adjectives ending in <i>-ive</i> • Sport • Hobbies and free time activities • Express an opinion

	<ul style="list-style-type: none"> • VOCABULARY UNIT 7 • • Phrasal verbs • Adjectives to describe food • Waste • Making suggestions
	ASSESSMENT
	REMINDERS
	SUGGESTIONS
	SUPPLEMENTARY MATERIAL
	TEACHING/LEARNING METHODS
	TASK TYPES UNIT 6 filling in the blanks, multiple choice, matching TASK TYPES UNIT 7 filling in the blanks, multiple choice, matching, listening multiple matching, choosing the correct alternative, reading multiple matching

WEEKS	UNITS	
WEEK 22 03.04.23	UNIT 7 FOOD(3HRS)	
04.04.23 05.04.23 06.04.23 07.04.23	COURSEBOOK CONTENT / TOPICS Eating out Food fads	<ul style="list-style-type: none"> • OBJECTIVES / UNIT 8 • Can explain the main points in an idea or problem with reasonable precision • Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses • Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples

UNIT 8
INNOVATION
(14 HRS)

COURSEBOOK
CONTENT /
TOPICS

Making a
difference
Must-have gadgets

UNIT 9
THE ARTS
(3HRS)

COURSEBOOK
CONTENT /
TOPICS

Art for everybody

- Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.
- Can describe how to do something, giving detailed instructions
- Can understand detailed instructions reliably

Can clearly signal chronological sequence in narrative text

• **OBJECTIVES / UNIT 9**

- Can outline an issue or a problem clearly, speculating about causes or consequences and weighing advantages and disadvantages of different approaches.
- Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses
- Can express thoughts on more abstract, cultural topics such as films, books, music, etc.
- Can narrate a story
- Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message he/she intends to convey, though with some influence from other languages he/she speaks.
- Can express thoughts on more abstract, cultural topics such as films, books, music, etc.

Can write a simple review of a film, book or TV programme using a limited range of language

• **GOALS UNIT 8**

- Explain how an invention works
- Suggest and evaluate creative ideas
- Use positive language to promote new products
- Give a friend advice about choosing a gadget
- Give and follow instructions

• **GOALS UNIT 9**

- Suggest improvements to a proposal
- Plan an arts event
- Report a conversation
- Create a collaborative story

• **GRAMMAR RANGE UNIT 8**

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- Relative clauses
- Zero and first conditionals
- Conditionals with modals and imperatives

• **GRAMMAR RANGE UNIT 9**

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- Second conditional

Reported speech

	<ul style="list-style-type: none"> • VOCABULARY UNIT 8 • • Word families • Creative thinking • Positive adjectives <p>Giving and following instructions</p> <ul style="list-style-type: none"> • VOCABULARY UNIT 9 • • The arts • Verbal idioms • Reporting verbs • Phrases to talk about films
	ASSESSMENT
	REMINDERS
	SKIP WRITING HUB UNIT 9 (WRITE A REVIEW)
	SUGGESTIONS
	SUPPLEMENTARY MATERIAL
	TEACHING/LEARNING METHODS
	TASK TYPES
	Multiple choice, filling in the blanks, matching, reading T/F, choosing the correct alternative

WEEKS	UNITS	OBJECTIVES / UNIT 10
WEEK 23	UNIT 9	<ul style="list-style-type: none"> • Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films • Can describe dreams, hopes and ambitions • Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses • Can express him/herself appropriately in situations and avoid crass errors of formulation • Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options
10.04.23	THE ARTS (11HRS)	
11.04.23	COURSEBOOK	
12.04.23	CONTENT /	
13.04.23	TOPICS	
14.04.23	Art for everybody Tell me a story	
	UNIT 10	GOALS UNIT 10

**PSYCHOLOGY
(8 HRS)**

**COURSEBOOK
CONTENT /
TOPICS**

Making up your mind
Wish lists

QUIZ 3 (1 HR)

- Talk about different versions of past events
- Talk about past mistakes
- Talk about your wishes and regrets
- Plan a to-do list
- Make and accept apologies

GRAMMAR RANGE UNIT 10

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- Third conditional
- *Should have* + past participle
- Hopes and wishes

VOCABULARY UNIT 10

-
- Psychology verbs
- Expressions with *mind*
- Reflexive verbs
- Staying organized
- Make and accept apologies

ASSESSMENT

QUIZ 3 : 11.04.2023 INCLUDING UNIT 7

REMINDERS

SKIP WRITING HUB UNIT 9 (WRITE A REVIEW)
SKIP WRITING HUB UNIT 10 (WRITE A REPORT)

SUGGESTIONS

SUPPLEMENTARY MATERIAL

TEACHING/LEARNING METHODS

TASK TYPES UNIT 10

Reading T/F, matching, listening note-taking, filling in the blanks, choosing the correct alternative

SPRING BREAK
17.04.23- 20.04.23

ACADEMIC YEAR: 2022-2023

COURSEBOOK: LANGUAGE HUB UPPER INTERMEDIATE (B2)

COURSE GOALS: Students will be able to:

- ✓ understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialization.
- ✓ follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
Read straightforward factual texts on subjects related to their field and interests with a satisfactory level of comprehension
- ✓ read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.
- ✓ reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest.
- ✓ write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources.
- ✓ give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
- ✓ interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party.
- ✓ further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps.
- ✓ use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.
- ✓ have sufficient receptive and productive vocabulary involving familiar situations, including collocations, and topics like: experiences, feelings and emotions, arts, books and literature, education, film, media, news, lifestyles and current affairs.

WEEKS	UNITS	OBJECTIVES / UNIT 1
WEEK 24 24.04.23 25.04.23 26.04.23 27.04.23 28.04.23	UNIT 10 PSYCHOLOGY (6 HRS) COURSEBOOK CONTENT / TOPICS Making up your mind Wish lists UNIT 1 CONNECTIONS (13)	<ul style="list-style-type: none">• Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.• Can take a series of follow-up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.• Can summarise (in Language B) a short narrative or article, a talk, discussion, interview or documentary (in Language A) and answer further questions about details.• Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.• Can write basic emails/letters of a factual nature, for example, to request information or to ask for and give confirmation.
		<ul style="list-style-type: none">• GOALS• Talk about reactions and feelings

<p>HRS)</p> <p>COURSEBOOK CONTENT / TOPICS</p> <p>Personality Who we are Keeping it in the family</p>		<ul style="list-style-type: none"> • compare, contrast and summarize short biographies, • talk about people that have influenced you • write a formal letter asking for information
	<p>WRITING QUIZ 3 1HR</p>	<ul style="list-style-type: none"> • GRAMMAR RANGE • All question forms including subject questions • Tense revision (Simple Present, Present Continuous, Simple Past, Past Continuous, Present Perfect Simple, Past Perfect • Simple)
		<p>WRITING QUIZ 3 :25.04.2023 INCLUDING UNIT 9</p>
		<p>REMINDERS</p> <p>SKIP CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 1</p>
		<p>SUGGESTIONS</p>
		<p>SUPPLEMENTARY MATERIAL</p>
		<p>TEACHING/LEARNING METHODS</p>
		<p>TASK TYPES</p> <p>Open-ended questions, filling in the blanks, listening T/F, listening-matching, multiple choice, choosing the correct alternative</p>

<p>WEEKS</p> <p>WEEK 25</p> <p>02.05.23</p> <p>03.05.23</p> <p>04.05.23</p> <p>05.05.23</p> <p>1ST MAY LABOUR DAY (4hrs)</p>	<p>UNIT 2 LIFESTYLES(13 HRS)</p> <p>COURSEBOOK CONTENT / TOPICS</p> <p>A full life Change Clean eating</p> <p>UNIT 3 SURVIVAL (3 HRS)</p>	<ul style="list-style-type: none"> • OBJECTIVES / UNIT 2 • Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. • Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. • Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. • Can construct a chain of reasoned argument. • Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. • Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion.
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**COURSEBOOK
CONTENT /
TOPICS**

Staying alive Fear and
danger Don't look
down

• **OBJECTIVES / UNIT 3**

- Can narrate a story.
- Can clearly express feelings about something experienced and give reasons to explain those feeling
- Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.
- Can communicate complex information and advice on the full range of matters related to his/her occupational role.
- Can write clear, detailed descriptions of real or imaginary events and experiences
- Marking the relationship between ideas in clear connected text and following established conventions of the genre concerned.

• **GOALS UNIT 2**

- Talk about health and life choices
- plan and conduct a survey about lifestyle choices
- Present my position in a debate on a topical issue and support it with reasoned arguments (on impact of smartphones)
- Discuss lifestyle choices, giving reasons for my position (on food choices)

Write an article giving advice

• **GOALS UNIT 3**

- tell a story based on a series of pictures.
- tell a personal anecdote
- discuss different options in a hypothetical situation
- say what advice I would give people in hypothetical critical situations.
- write an interesting short story.

• **GRAMMAR RANGE UNIT 2**

- Present Perfect Simple and present perfect continuous

Used to , would, get used to , be used to

• **GRAMMAR RANGE UNIT 3**

- Narrative tenses including simple past, past continuous, past perfect and past perfect continuous

Alternatives to if in conditionals

• **VOCABULARY UNIT 2**

	<ul style="list-style-type: none"> • Health and fitness • Adverbs of stance <p>Adverb + Adjective collocations</p> <ul style="list-style-type: none"> • VOCABULARY UNIT 3 • Descriptive verbs • Phrasal verbs to describe problems <p>Dependent prepositions : adjectives</p>
	ASSESSMENT
	REMINDERS REMINDERS MAY 1ST LABOUR DAY
	SKIP CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 2 AND UNIT 3
	SUGGESTIONS
	SUPPLEMENTARY MATERIAL
	TEACHING/LEARNING METHODS
	TASK TYPES Open-ended questions, filling in the blanks, multiple choice, choosing the correct alternative, matching

WEEKS WEEK 26 08.05.23 09.05.23 10.05.23 11.05.23 12.05.23	UNIT 3 SURVIVAL (10 HRS) COURSEBOOK CONTENT / TOPICS Staying alive Fear and danger Don't look down UNIT 4 THE FUTURE(6HRS)	<ul style="list-style-type: none"> • OBJECTIVES / UNIT 4 • Can describe dreams, hopes and ambitions. • Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. • Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. • Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses. • Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. • Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. <ul style="list-style-type: none"> • GOALS • Talk about future plans and GOALS
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COURSEBOOK CONTENT / TOPICS My future What will life be like? The robot revolution ACHIEVEMENT 3 (4 HRS)	<ul style="list-style-type: none"> Express and explain my viewpoint on possible future developments in society. Take part in a discussion with friends in which we evaluate different predictions about future developments. Take part in a formal debate on a practical issue, giving reasons for their position. Interview someone about their views on a topical issue, asking for clarification in order to get them to elaborate on their replies. Write a blog post that presents the arguments for and against a position on a topical issue.
	<ul style="list-style-type: none"> GRAMMAR RANGE Future forms Future continuous, future perfect, future perfect continuous tenses
	ASSESSMENT
	ACHIEVEMENT 3 :12.05.2023 INCLUDING UNIT 2
	SKIP CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 3 WRITING HUB ON 156 ONLY EXERCISES B-C-D-E WILL BE STUDIED. SKIP WRITING PART
	SUGGESTIONS
	SUPPLEMENTARY MATERIAL
	TEACHING/LEARNING METHODS
TASK TYPES Open-ended questions, filling in the blanks, multiple choice, choosing the correct alternative, listening-note taking	

WEEKS		
WEEK 27 15.05.23 16.05.23 17.05.23 18.05.23 MAY 19 SPORT AND YOUTH FESTIVAL(4 HRS)	UNIT 4 THE FUTURE(8HRS) COURSEBOOK CONTENT / TOPICS My future What will life be like? The robot revolution UNIT 5 CHANGE	<ul style="list-style-type: none"> OBJECTIVES / UNIT 5 Can clearly signal chronological sequence in narrative text. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest. Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.

	<p>(8HRS)</p> <p>COURSEBOOK CONTENT / TOPICS</p> <p>Changing environment Changing places Getting into the habit</p>	<ul style="list-style-type: none"> • Can outline an issue or a problem clearly, speculating about causes or consequences and weighing advantages and disadvantages of different approaches. • Can evaluate different ideas or solutions to a problem <p>GOALS</p> <ul style="list-style-type: none"> • Summarise a sequence of events • Evaluate a range of proposals • Talk about changes in their towns. • Take part in a debate with a view to selecting the best people for specific roles. • Discuss ways to help the environment • Write a problem solution article <p>GRAMMAR RANGE</p> <ul style="list-style-type: none"> • The passive • Causative : have and get <p>VOCABULARY</p> <ul style="list-style-type: none"> • Green vocabulary • Describing areas of a city • Prefixes • <p>ASSESSMENT</p> <p>REMINDERS</p> <p>REMINDERS</p> <p>MAY 19 SPORT AND YOUTH FESTIVAL</p> <p>SKIP CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 4 AND UNIT 5</p> <p>SUGGESTIONS</p> <p>SUPPLEMENTARY MATERIAL</p> <p>TEACHING/LEARNING METHODS</p> <p>TASK TYPES</p> <p>Open-ended questions, filling in the blanks, multiple choice, choosing the correct alternative</p>
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<p>WEEKS</p> <p>WEEK 28</p>	<p>UNIT 5 CHANGE</p>	<ul style="list-style-type: none"> • OBJECTIVES / UNIT 6 • Can take an active part in informal discussion in familiar contexts, commenting, • putting point of view clearly, evaluating alternative proposals and making and
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<p>22.05.23 23.05.23 24.05.23 25.05.23 26.05.23</p>	<p>(6HRS) COURSEBOOK CONTENT / TOPICS Changing environment Changing places Getting into the habit UNIT 6 COMING OF AGE(14 HRS) COURSEBOOK CONTENT / TOPICS</p>	<ul style="list-style-type: none"> • responding to hypotheses. • Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. • Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. • Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses. • Can recognise and interpret sociocultural/sociolinguistic cues and consciously modify his/her linguistic forms of expression in order to express him/herself appropriately in the situation. • Can interpret and present reliably in writing (in Language B) detailed information from diagrams and visually organised data in his fields of interest (with text in Language A).
	<p>The right method Traditions of youth A new perspective</p>	<ul style="list-style-type: none"> • GOALS • Discuss rules in education • Talk about changes to education in their country • Discuss age milestones in their country • Debate the best time to start university • Give their opinion on an aspect of education • Write a report
		<ul style="list-style-type: none"> • GRAMMAR RANGE • Obligation, prohibition and permission • Articles
		<ul style="list-style-type: none"> • VOCABULARY • Education • Compound adjectives • Phrases with make and do
		<p>ASSESSMENT</p>
		<p>SKIP CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 5 & 6</p>
		<p>SUGGESTIONS</p>
		<p>SUPPLEMENTARY MATERIAL</p>
		<p>TEACHING/LEARNING METHODS</p>

TASK TYPES

Open-ended questions, filling in the blanks, multiple choice, choosing the correct alternative

WEEKS**WEEK 29.**

29.05.23

30.05.23

31.05.23

01.06.23

02.06.23

UNIT 7**COMMUNITY (14 HRS)****COUR****SEBOOK CONTENT****/****TOPICS**

Open spaces

Make a change

A shared vision

UNIT 8 MYSTERY (5 HRS)**COURSEBOOK CONTENT / TOPICS**

Myths and legends

Who did it?

Fact or fiction?

OBJECTIVES / UNIT 7

- Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.
- Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.
- Can clearly express feelings about something experienced and give reasons to explain those feelings.
- Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome.

GOALS

- Discuss community development projects
- Discuss responses to hypothetical situations
- Talk about wishes and regrets
- Give their opinion on a social initiative
- Write a formal letter of complaint

GRAMMAR RANGE

- First conditionals with different future forms
- Unreal conditions
- Wish and if only

VOCABULARY

- Verbs to describe change
- Three-part phrasal verbs
- Compound nouns

ASSESSMENT**QUIZ 4 : 30.05.2023 INCLUDING UNIT 5****REMINDERS****SKIP UNIT 7 PAGE 81 SPEAKING HUB****SKIP CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 7****SUGGESTIONS****SUPPLEMENTARY MATERIAL****TEACHING/LEARNING METHODS**

QUIZ 4 1 HOUR**TASK TYPES**

Open-ended questions, filling in the blanks, multiple choice, choosing the correct alternative, listening-note taking

<p>WEEKS</p> <p>WEEK 30</p> <p>05.06.23 06.06.23 07.06.23 08.06.23 09.06.23</p>	<p>UNIT 8 MYSTERY (9 HRS)</p> <p>COURSEBOOK CONTENT / TOPICS</p> <p>Myths and legends Who did it? Fact or fiction?</p> <p>UNIT 9 BUSINESS (10HRS)</p> <p>COURSEBOOK CONTENT / TOPICS</p> <p>Customers Products Raising capital</p> <p>WRITING QUIZ 4 (1HR)</p>	<ul style="list-style-type: none"> • OBJECTIVES / UNIT 8 • Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. • Can summarise (in Language B) a short narrative or article, a talk, discussion, interview or documentary (in Language A) and answer further questions about details. • Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. • Can build upon other's ideas, making suggestions for ways forward. <p>Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.</p> <ul style="list-style-type: none"> • OBJECTIVES / UNIT 9 • Can use appropriate technical terminology, when exchanging information or discussing his/her area of specialisation with other specialists. • Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession. • Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. • Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses. <p>Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.</p> <ul style="list-style-type: none"> • GOALS UNIT 8 • • Speculate about past events • Summarise a cultural story • Speculate about the causes and consequences of a crime. • Discuss how to test an idea <p>Write a complex essay</p> <ul style="list-style-type: none"> • GOALS UNIT 9 • • Talk about risk and benefits of apps
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- Make an effective complaint about a product or a service
- Plan and conduct a survey about shopping habits.
- Discuss investment opportunities

Write a proposal

- **GRAMMAR RANGE UNIT 8**
-
- Past modals of deduction

Orders of adjectives

- **GRAMMAR RANGE UNIT 9**
-
- Relative clauses

Determiners and quantifiers

- **VOCABULARY UNIT 8**
-
- Word families
- Easily confused verbs

Crime

- **VOCABULARY UNIT 9**
-
- Dependent prepositions
- Science

Advertising

ASSESSMENT

WRITING QUIZ 41HR 08.06.23 INCLUDING UNIT 8

REMINDERS

ORDER OF ADJECTIVES ON PAGE 91 WILL BE STUDIED ON RECOGNITION LEVEL.

SKIP UNIT 8 PAGE 93 SPEAKING HUB

SKIP CAFÉ HUB AUTHENTIC ENGLISH OF UNIT

SUGGESTIONS

SUPPLEMENTARY MATERIAL

TEACHING/LEARNING METHODS

TASK TYPES UNIT 8

Open-ended questions, filling in the blanks, multiple choice, choosing the correct alternative, listening-note taking

TASK TYPES UNIT 9

Open-ended questions, filling in the blanks, choosing the correct alternatives, matching, multiple choice

WEEKS WEEK 31 12.06.23 13.06.23 14.06.23 15.06.23 16.06.23	UNIT 9 BUSINESS (4 HRS) COURSEBOOK CONTENT / TOPICS Customers Products Raising capital	<ul style="list-style-type: none"> • OBJECTIVES / UNIT 10 • Can summarise (in Language B) extracts from news items, interviews or documentaries containing opinions, argument and discussion sources (in Language A). • Can intervene appropriately in discussion, exploiting appropriate language to do so. • Can communicate detailed information reliably. • Can give a clear, systematically developed presentation, with highlighting of significant points and relevant supporting detail. • Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. • Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.
	UNIT 10 MEDIA(15HRS) COURSEBOOK CONTENT / TOPICS Reporting the news Digital media Watch on demand	<ul style="list-style-type: none"> • GOALS • Give opinions on recent news stories • Intervene appropriately in a discussion. • Report a conversation • Plan and create a marketing advert • Present a reasonable argument for or against a position in a formal debate about a topical issue. • Write a persuasive essay
		<ul style="list-style-type: none"> • GRAMMAR RANGE • Reported speech • Reporting verbs
		<ul style="list-style-type: none"> • VOCABULARY • Traditional media • Social media • Adjective+noun collocations
		ASSESSMENT
		REMINDERS SKIP UNIT 9 PAGE 105 SPEAKING HUB SKIP CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 9 & 10

SKIP WRITING HUB ON PAGE 162 (WRITE A PROPOSAL)

SUGGESTIONS

SUPPLEMENTARY MATERIAL

TEACHING/LEARNING METHODS

TASK TYPES

Open-ended questions, filling in the blanks, choosing the correct alternatives, matching, multiple choice

END OF ACADEMIC YEAR

PROFICIENCY EXAM

20.06.2023 WRITTEN EXAM

21.06.2023 & 22.06.2023 SPEAKING EXAM