

MUĞLA SITKI KOÇMAN UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

PREPARATORY PROGRAMME ELEMENTARY LEVEL SYLLABUS

ACADEMIC YEAR:

COURSEBOOK: LANGUAGE HUB ELEMENTARY A2

COURSE GOALS: Students will be able to

- understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment).
- catch the main point in short, clear, simple messages and announcements.
- read very short, simple texts.
- find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables.
- understand short simple personal letters.
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
- handle very short social exchanges.
- use a series of phrases and sentences to describe in simple terms his/her family and other people, living conditions, his/her educational background and his/her present or most recent job.
- write short, simple notes and messages.
- write a very simple personal letter, for example thanking someone for something.

***In order to avoid repetition details of each unit appear only once. You can check the previous or the following week to find the details.**

WEEKS	UNITS	OBJECTIVES / UNIT 1	OBJECTIVES / UNIT 2
WEEK 1 19.09.22 20.09.22 21.09.22 22.09.22 23.09.22	ORIENTATION (4 HRS) UNIT 1 (11HRS) ARRIVALS COURSEBOOK CONTENT / TOPICS People and places Where are you? What's in your bag? UNIT 2 PEOPLE (3 HRS) COURSEBOOK CONTENT / TOPICS Family The same, but different Friends	<ul style="list-style-type: none"> • Can ask and answer questions about people's home countries and nationalities. P.2. • Can ask and answer questions about places. P.5. • Can ask and answer questions about everyday items. P.6. • Can introduce himself/herself and other people. P.8. • Can fill in a form with his/her personal details. P.160. 	<ul style="list-style-type: none"> • Can talk about his/her family. P.12. • Can describe someone's appearance in simple terms. P.14. • Can describe someone's personality in simple terms. P.16. • Can make and respond to simple requests. P.18. • Can write a simple informal email to a friend, giving and asking for personal news. P.161.
		GOALS <ul style="list-style-type: none"> • exchange limited information on familiar and routine operational matters, ask and answer questions about themselves and other people, describe everyday aspects of his/her environment, e.g. people, places, a job or study experience, make an introduction and use basic greeting and leave-taking expressions, fill in personal and other details on most everyday forms. 	GOALS <ul style="list-style-type: none"> • describe his/her family, living conditions, educational background and present or most recent job, describe people, places and possessions in simple terms. ask for and provide everyday goods and services, convey personal information of a routine nature, for example, in a short email or letter introducing him-/herself
		GRAMMAR RANGE <ul style="list-style-type: none"> • present simple be: positive and negative, present simple be: questions, a/an and plural nouns; this, that, these, those 	GRAMMAR RANGE <ul style="list-style-type: none"> • possessive adjectives and apostrophes, have/has got, using adjectives
		VOCABULARY <ul style="list-style-type: none"> • countries and nationalities, big numbers, everyday items, greet people and make introductions 	VOCABULARY <ul style="list-style-type: none"> • Family, describing appearance, personality adjectives, make and respond to requests

		ASSESSMENT	
		REMINDERS	
		SUGGESTIONS	
		SUPPLEMENTARY MATERIAL	
		TEACHING/LEARNING METHODS	
		TASK TYPES Filling in the blanks, matching, numbering,	TASK TYPES Reading T/F, filling in the blanks, choosing the correct alternative, matching

WEEKS	UNITS	OBJECTIVES / UNIT 3	OBJECTIVES / UNIT 4
WEEK 2 26.09.22 27.09.22 28.09.22 29.09.22 30.09.22	UNIT 2 PEOPLE (8 HRS) COURSEBOOK CONTENT / TOPICS Family The same, but different Friends	<ul style="list-style-type: none"> • Can talk about daily routines. P.22. • Can talk discuss daily habits and activities in simple terms. P.24. • Can describe what people do on a special day such as a festival or celebration. P.27. • Can make and respond to suggestions about what to do or where to go P.28 • Can write a blog post about his/her typical day. P.162. 	<ul style="list-style-type: none"> • Can ask and answer questions about jobs. P.33. • Can describe his/her ideal job.p.35. • Can give a simple prepared description of a course of studyp. P37. • Can ask to speak to a person on the phone. P38. • Can leave a message asking someone to call me back. P.38. • Can write an email to ask for information about a product or service. P.163.
	UNIT 3 DAYS (10 HRS) COURSEBOOK CONTENT /	GOALS <ul style="list-style-type: none"> • ask and answer questions about habits and routines, discuss everyday practical issues in a simple way when addressed clearly, slowly and directly, give short, basic descriptions of events and activities, make and respond to 	GOALS <ul style="list-style-type: none"> • describe his/her family, living conditions, educational background and present or most recent job, describe everyday aspects of his/her environment, e.g. people, places,

	TOPICS A typical day All day every day A special day	invitations, suggestions and apologies, write diary entries that describe activities.	a job or study experience, give a short, rehearsed, basic presentation on a familiar subject, use telecommunications for routine messages, ask basic questions about the availability of a product or feature
		<ul style="list-style-type: none"> • GRAMMAR RANGE • present simple positive, adverbs of frequency, present simple negative 	<ul style="list-style-type: none"> • GRAMMAR RANGE • present simple yes/no questions; short answers, have to / don't have to, question words
		<ul style="list-style-type: none"> • VOCABULARY • everyday activities, prepositions of time, big celebrations, make and respond to suggestions 	<ul style="list-style-type: none"> • VOCABULARY • work and jobs, time expressions, education collocations, ask for someone and leave a message
		ASSESSMENT	
		REMINDERS	
		SUGGESTIONS	
		SUPPLEMENTARY MATERIAL	
		TEACHING/LEARNING METHODS	
		TASK TYPES Matching, choosing the correct alternative, reading T/F, listening T/F, categorizing, filling in the blanks	TASK TYPES Matching, filling in the blanks, reading T/F, choosing the correct alternative

WEEKS	UNITS	OBJECTIVES /UNIT 4	OBJECTIVES /UNIT 5
WEEK 3 03.10.22 04.10.22 05.10.22 06.10.22 07.10.22	UNIT 3 DAYS (1 HR) COURSEBOOK CONTENT / TOPICS A typical day All day every day A special day	<ul style="list-style-type: none"> • Can ask and answer questions about jobs. P.33. • Can describe his/her ideal job.p.35. • Can give a simple prepared description of a course of study. P37. • Can ask to speak to a person on the phone. P38. • Can leave a message asking someone to call me back. P.38. • Can write an email to ask for information about a product or service. P.163. 	<ul style="list-style-type: none"> • Can describe a home P.43. • Can write a simple description of a house or flat. P.43 • Can ask and answer questions about a neighbourhood and its amenities. P.44 • Can describe an important building and say what he/shel likes about it. P.47 • Can ask for and give simple directions to get from A to B. P.48 • Can write a straightforward description of a place.P.164
	UNIT 4 WORK AND EDUCATION (11HRS) COURSEBOOK CONTENT / TOPICS What do you do? Good job! Learn something new	<ul style="list-style-type: none"> • GOALS • describe his/her family, living conditions, educational background and present or most recent job, describe everyday aspects of his/her environment, e.g. people, places, a job or study experience, give a short, rehearsed, basic presentation on a familiar subject, use telecommunications for routine messages, ask basic questions about the availability of a product or feature 	<ul style="list-style-type: none"> • GOALS • describe everyday aspects of his/her environment, e.g. people, places, a job or study experience, write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences, exchange limited information on familiar and routine operational matters, explain what he/she likes or dislikes about something. give simple directions from place to place, using basic expressions such as ‘turn right’ and ‘go straight’ along with sequential connectors such as ‘first’, ‘then’ and ‘next’, tell a story or describe something in a simple list of points.
	UNIT 5 PLACES (6HRS)	<ul style="list-style-type: none"> • GRAMMAR RANGE • present simple yes/no questions; short answers, have to / don’t have to, question words 	<ul style="list-style-type: none"> • GRAMMAR RANGE • there is/are, can, imperatives
	COURSEBOOK CONTENT / TOPICS	<ul style="list-style-type: none"> • VOCABULARY • work and jobs, time expressions, education collocations, ask for someone and leave a message 	<ul style="list-style-type: none"> • VOCABULARY • rooms and furniture; prepositions of place, places in a town or city, adjectives to describe the appearance of things, ask for and give directions

<p>There's no place like home My neighbourhood Amazing buildings</p>	ASSESSMENT	ASSESSMENT
	REMINDERS	REMINDERS
	SUGGESTIONS	SUGGESTIONS
	SUPPLEMENTARY MATERIAL	SUPPLEMENTARY MATERIAL
	TEACHING/LEARNING METHODS	TEACHING/LEARNING METHODS
	TASK TYPES	TASK TYPES Choosing the correct alternative, open-ended questions, matching

WEEKS	UNITS	OBJECTIVES / UNIT 6	OBJECTIVES / UNIT 7
WEEK 4 10.10.22 11.10.22 12.10.22 13.10.22 14.10.22	UNIT 5 PLACES (5HR) COURSEBOOK CONTENT / TOPICS There's no place like home My neighbourhood Amazing buildings UNIT 6 THAT'S ENTERTAINMENT	<ul style="list-style-type: none"> Can talk about the things that he/she likes and dislikes. P.53. Can talk about the kinds of entertainment that I liked in the past. P.54 Can tell people about past events in his/her life. P.57. Can ask for and express opinions on familiar topics. P.58. Can write a simple review of an event. P.165 	<ul style="list-style-type: none"> Can ask and answer questions about transport facilities. P.62. Can talk about a journey that he/she has been on. P.65. Can give an account of a holiday. P.67. Can check in to a hotel. P.68. Can write a brief account of a travel experience. P.166.
		GOALS	GOALS
		<ul style="list-style-type: none"> say what he/she likes and dislikes, ask and answer questions about pastimes and past activities, give short, basic descriptions of events and activities, express opinions in a limited way, write accounts of experiences, describing feelings and reactions in simple connected text. 	<ul style="list-style-type: none"> exchange limited information on familiar and routine operational matters, give short, basic descriptions of events and activities, tell a story or describe something in a simple list of points, deal with common aspects of everyday living such as travel, lodgings, eating and shopping, write a description of an event, a recent trip – real or imagined

	(11 HRS)	<ul style="list-style-type: none"> • GRAMMAR RANGE • likes and dislikes, was/were, past simple regular and irregular verbs 	<ul style="list-style-type: none"> • GRAMMAR RANGE • Could, past simple negative, past simple questions
	COURSEBOOK CONTENT / TOPICS Let's go out It was fun Life stories	<ul style="list-style-type: none"> • VOCABULARY • Entertainment, past time expressions, life events, ask for and give opinions 	<ul style="list-style-type: none"> • VOCABULARY • Transport, travel phrases, verb phrases, check in and out of a hotel
		ASSESSMENT	
		REMINDERS	
		SUGGESTIONS	
		SUPPLEMENTARY MATERIAL	
		TEACHING/LEARNING METHODS	
	UNIT 7 TRAVEL AND TRANSPORT (2 HRS)		
	COURSEBOOK CONTENT / TOPICS Getting around A love of adventure A trip to remember	TASK TYPES Matching, sentence completion, filling in the blanks, listening T/F	Open-ended questions, sentence making, numbering, filling in the blanks, reordering, choosing the correct alternative

WEEKS	UNITS	<ul style="list-style-type: none"> • OBJECTIVES / UNIT 8
WEEK 5 17.10.22 18.10.22 19.10.22	UNIT 7 TRAVEL AND TRANSPORT (10 HRS)	<ul style="list-style-type: none"> • Can ask and answer questions about food preferences. P.73. • Can talk about eating habits and diet. P.74. • Can describe how to prepare simple dishes. P. 77 • Can order a meal. P.78. • Can write a simple restaurant review. P.167.

<p>20.10.22 21.10.22</p>	<p>COURSEBOOK CONTENT / TOPICS Getting around A love of adventure A trip to remember</p> <p>UNIT 8 FOOD AND DRINK (7 HRS) COURSEBOOK CONTENT / TOPICS I'm hungry! What we eat Yes, chef!</p> <p>QUIZ 1 (1 HR)</p>	<ul style="list-style-type: none"> • GOALS <ul style="list-style-type: none"> • say what he/she likes and dislikes, chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters. give and follow simple directions and instructions, e.g. explain how to get somewhere, order a meal, write accounts of experiences, describing feelings and reactions in simple connected text. • GRAMMAR RANGE <ul style="list-style-type: none"> • countable and uncountable nouns; some and any, much, many, a lot of, a/an, the, no article • VOCABULARY <ul style="list-style-type: none"> • food and drink, containers, food preparation, order food in a restaurant <p>ASSESSMENT QUIZ 1 (18.10.2022) INCLUDING UNIT 6</p> <p>REMINDERS</p> <p>SUGGESTIONS</p> <p>SUPPLEMENTARY MATERIAL</p> <p>TEACHING/LEARNING METHODS</p> <p>TASK TYPES Completing the table, filling in the blanks, listening multiple choice, open-ended questions, reading T/F, matching</p>
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WEEKS WEEK 6 24.10.22 25.10.22 26.10.22 27.10.22 28.10.22	UNITS UNIT 8 FOOD AND DRINK (5 HRS) COURSEBOOK CONTENT / TOPICS I'm hungry! What we eat Yes, chef!	OBJECTIVES / UNIT 9 <ul style="list-style-type: none"> • Can describe what people are wearing. P.83. • Can say what people are doing. P.83. • Can ask and answer questions about routine matters to do with everyday life, work and study. P.84. • Can ask and answer questions about people's shopping habits. P.87. • Can handle straightforward transactions to buy clothes. P.88 • Can write a brief post on a social media site to update my status or show what He/she is doing at the moment. P.168. 	OBJECTIVES / UNIT 10 <ul style="list-style-type: none"> • Can compare different places and exchange opinions about them. P.93. • Can exchange information about places. P.94. • Can discuss possible solutions to practical problems associated with living outdoors. P.96. • Can make and respond to invitations.P.98. • Can write a simple product review. P.169. 	
	UNIT 9 (12 HRS) SHOPPING COURSEBOOK CONTENT / TOPICS People watching Job swap Shop till you drop	GOALS <ul style="list-style-type: none"> • give a simple description or presentation of people, living or working conditions, daily routines, likes/ dislikes, etc. as a short series of simple phrases and sentences linked into a list, ask and answer questions about what they do at work and in free time, ask and answer questions about habits and routines, interact in predictable everyday situations (e.g. a post office, a station, a shop), using a wide range of simple words and expressions, make short descriptive online postings about everyday matters, social activities and feelings, with simple key details 	GOALS <ul style="list-style-type: none"> • exchange opinions and compare things and people using simple language, exchange limited information on familiar and routine operational matters. discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. make and respond to invitations, suggestions and apologies. give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday VOCABULARY and expressions 	
	UNIT 10 THE GREAT OUTDOORS (1 HRS) COURSEBOOK CONTENT /	GRAMMAR RANGE <ul style="list-style-type: none"> • present continuous, present simple vs present continuous, object pronouns 	GRAMMAR RANGE <ul style="list-style-type: none"> • Comparatives • Superlatives • Verb +to+ infinitive 	
		VOCABULARY	VOCABULARY <ul style="list-style-type: none"> • Landscape features 	

	TOPICS The right location Where on Earth? Survival	<ul style="list-style-type: none"> • Clothes, present time expressions, shops and services, shop for clothes 	<ul style="list-style-type: none"> • Seasons and weather • Phrasal verbs
	ASSESSMENT		
	REMINDERS		
	SUGGESTIONS		
	SUPPLEMENTARY MATERIAL		
	TEACHING/LEARNING METHODS		
	TASK TYPES Matching, sentence completion, reading multiple choice, reading T/F, choosing the correct alternative		Labelling, filling in the blanks, making sentences, open-ended questions, reading F/O, listening T/F

WEEKS	UNITS	<ul style="list-style-type: none"> • OBJECTIVES / UNIT 11
WEEK 7 31.10.22 01.11.22 02.11.22 03.11.22 04.11.22	UNIT 10 THE GREAT OUTDOORS (11 HRS) COURSEBOOK CONTENT / TOPICS The right location Where on Earth? Survival	<ul style="list-style-type: none"> • Can explain a basic health problem. P.103. • Can give basic health advice.P.103. • Can ask and answer questions about sports and hobbies.P.107. • Can ask for and give practical information about sports facilities. P.108. • Can write a post to make a recommendation in an online forum. P.170.
		<ul style="list-style-type: none"> • GOALS <ul style="list-style-type: none"> • indicate in simple language the nature of a problem to a health professional, perhaps using gestures and body language, offer advice on simple matters within his/her field of experience, ask and answer questions about habits and routines, give and receive information about quantities, numbers, prices, make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.
	UNIT 11 THE BODY (7 HRS)	<ul style="list-style-type: none"> • GRAMMAR RANGE <ul style="list-style-type: none"> • Should and shouldn't • Present perfect • Present perfect simple vs past simple

COURSEBOOK CONTENT / TOPICS Health tips In it to win it Move it	<ul style="list-style-type: none"> VOCABULARY The body irregular past participles sports
	ASSESSMENT
	REMINDERS
	SUGGESTIONS
	SUPPLEMENTARY MATERIAL
	TEACHING/LEARNING METHODS
	TASK TYPES Labelling, filling in the blanks, matching, sentence completion, reading T/F, table completion, choosing the correct alternative

WEEKS WEEK 8 07.11.22 08.11.22 09.11.22 10.11.22 11.11.22	UNITS UNIT 11 THE BODY 5 (HRS) COURSEBOOK CONTENT / TOPICS Health tips In it to win it Move it UNIT 12	<ul style="list-style-type: none"> OBJECTIVES / UNIT 12 Can ask and answer questions about future plans. P.112. Can interview people to find out about their free time activities. P.116. Can express interest or sympathy in reaction to things that someone tells me. P.118. Can write a formal email to ask for information and to make arrangements for travel or accommodation. P.171.
		<ul style="list-style-type: none"> GOALS ask and answer questions about plans and intentions, use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions., express and respond to feelings such as surprise, happiness, sadness, interest and indifference, 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"> GRAMMAR RANGE going to, will for predictions, might

<p>MODERN LIVES (12 HRS)</p> <p>COURSEBOOK CONTENT / TOPICS</p> <p>Life's too busy Everything will be shiny Communication</p> <p>WRITING QUIZ 1HR</p>	<ul style="list-style-type: none"> VOCABULARY future time expressions, collocations with get, internet communication, show interest in something
	<p>ASSESSMENT</p> <p>WRITING QUIZ I (08.11.2022) INCLUDING UNIT 10</p>
	<p>REMINDERS</p>
	<p>SUGGESTIONS</p>
	<p>SUPPLEMENTARY MATERIAL</p>
	<p>TEACHING/LEARNING METHODS</p>
	<p>TASK TYPES</p> <p>Listening multiple choice, filling in the blanks, reading T/F,</p>
	<p>FALL BREAK</p> <p>14.11.2022- 18.11.2022</p>

ACADEMIC YEAR: 2022-2023

COURSEBOOK: LANGUAGE HUB PRE-INTERMEDIATE B1

LEVEL: B1

COURSE GOALS: Students will be able to:

- understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
- understand texts that consist mainly of high frequency everyday or job-related language.
- understand the description of events, feelings and wishes in personal letters.
- deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)
- connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions.
- briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions
- write simple connected text on topics which are familiar or of personal interest.
- write personal letters describing experiences and impressions

WEEKS	UNITS	OBJECTIVES / UNIT 1	OBJECTIVES / UNIT 2
<p>WEEK 9 21.11.22 22.11.22 23.11.22 24.11.22 25.11.22</p>	<p>UNIT 1 RELATIONSHIPS (11HRS)</p> <p>COURSEBOOK CONTENT / TOPICS Breaking the ice Blogs and bloggers Personality</p> <p>UNIT 2 LIVING (7 HRS)</p> <p>COURSEBOOK CONTENT / TOPICS Love where you live The boomerang generation Time flies</p>	<p>OBJECTIVES / UNIT 1</p> <ul style="list-style-type: none"> ask and answer questions to get to know someone whom I've just met. p3 chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters. talk about online experiences, exchanging opinions and impressions with friends. p5 describe someone's personality in simple terms. p7 greet people, exchange personal information and make introductions. p9 write a blog post giving basic information about myself. p158 	<p>OBJECTIVES / UNIT 2</p> <ul style="list-style-type: none"> talk about the neighbourhood where I live, describing its amenities and its character. p13 talk about my life and routine, describing my living conditions, social life and habits. p15 talk about important events in my life. p17 ask for and give advice on familiar, practical matters. p19 write a formal email to make a complaint and suggest a remedy. p159
		<p>GOALS</p> <ul style="list-style-type: none"> ask for and provide personal information. exchange opinions and compare things and people using simple language. give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. establish social contact: greetings and farewells; introductions; giving thanks. convey personal information of a routine nature, for example, in a short email or letter introducing him-/herself. 	<p>GOALS</p> <ul style="list-style-type: none"> give straightforward descriptions on a variety of familiar subjects within his/her field of interest. describe plans and arrangements, habits and routines, past activities and personal experiences. describe events, real or imagined. offer advice on simple matters within his/her field of experience. write basic formal emails/letters, for example, to make a complaint and request action.
		<p>GRAMMAR RANGE</p> <ul style="list-style-type: none"> question forms/ frequency words/ indefinite pronouns 	<p>GRAMMAR RANGE</p> <ul style="list-style-type: none"> adverbs of degree/ Present simple & Present continuous tense/ Past Simple regular and irregular verbs

		VOCABULARY <ul style="list-style-type: none"> people/ types of people/ personality adjectives/prepositions/greet people/ give personal information and make introductions 	VOCABULARY <ul style="list-style-type: none"> describing places/ life events/ask for and give advice
		ASSESSMENT	
		REMINDERS	
		SUGGESTIONS	
		SUPPLEMENTARY MATERIAL	
		TEACHING/LEARNING METHODS	
		TASK TYPES Filling in the blanks, matching	TASK TYPES Open-ended questions, listening multiple matching, filling in the blanks, reading T/F

WEEKS	UNITS	OBJECTIVES / UNIT 3	OBJECTIVES / UNIT 4
WEEK 10 28.11.22 29.11.22 30.11.22 01.12.22 02.12.22	UNIT 2 LIVING (4 HRS) COURSEBOOK CONTENT / TOPICS Love where you live The boomerang generation	<ul style="list-style-type: none"> follow the structure of a formal argument in a lecture, presentation or discussion. p23 tell the story of a journey. p25 take part in a discussion to plan a holiday with others. p27 obtain the information that I need to make journeys by public transport. give and follow simple directions. p29 write an email to tell a friend about an experience that I have had while travelling. p160 	<ul style="list-style-type: none"> take part in a discussion to plan free time activities with others. tell others about my plans. p33 speculate about future developments and give reasons for my predictions. p35 ask and answer questions about preferred free time activities. p37 make and respond to invitations. discuss when and where to meet when making arrangements. p39

	<p>Time flies</p> <p>UNIT 3 TRAVEL (11 HRS)</p> <p>COURSEBOOK CONTENT / TOPICS The four-year-journey Lost at sea The good to be true</p> <p>UNIT 4 SOCIALIZING (3 HRS)</p> <p>COURSEBOOK CONTENT / TOPICS What's the plan? The future of free time Hygge</p>	<p>GOALS</p> <ul style="list-style-type: none"> describe plans and arrangements, habits and routines, past activities and personal experiences. form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. narrate a story. make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. write personal letters describing experiences, feelings and events in some detail. clearly signal chronological sequence in narrative text. <p>GRAMMAR RANGE</p> <ul style="list-style-type: none"> all/some/most/no/none/ Past Continuous& Past Simple/ verb +ing and +to infinitive <p>VOCABULARY</p> <ul style="list-style-type: none"> types of transport/ prefixes/ accommodation and facilities/ask for travel information/check understanding <p>ASSESSMENT</p> <p>REMINDERS</p> <p>SUGGESTIONS</p>	<ul style="list-style-type: none"> make and respond to invitations by email. p161 <p>GOALS</p> <ul style="list-style-type: none"> discuss what to do in the evening, at the weekend. ask and answer questions about plans and intentions. briefly give reasons and explanations for opinions, plans and actions. use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. make and respond to invitations, suggestions and apologies. discuss what to do, where to go and make arrangements to meet. write short, simple notes, emails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement). <p>GRAMMAR RANGE</p> <ul style="list-style-type: none"> Be going to+ infinitive and Present Continuous for future/ making predictions/subject and object questions <p>VOCABULARY</p> <ul style="list-style-type: none"> Free time / suffixes/ relaxing/ make arrangements to meet up with somebody
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		SUPPLEMENTARY MATERIAL	
		TEACHING/LEARNING METHODS	
		TASK TYPES filling in the blanks, reading T/F, choosing correct alternative	TASK TYPES Filling in the blanks, multiple choice, correcting mistakes

WEEKS	UNITS	OBJECTIVES / UNIT 5
WEEK 11 05.12.22 06.12.22 07.12.22 08.12.22 09.12.22	UNIT 4 SOCIALIZING (8 HRS) COURSEBOOK CONTENT / TOPICS What's the plan? The future of free time Hygge UNIT 5 WORK (6 HRS) COURSEBOOK CONTENT / TOPICS Work Flip-flop entrepreneurs Don't call us	<ul style="list-style-type: none"> • discuss the advantages and disadvantages of different jobs. p45 • discuss rules for the workplace or classroom. • formulate simple rules and regulations. p45 • present information about my work or my area of expertise. p47 • ask and answer questions about professional matters or aspects of people's professional expertise. • answer questions about my qualifications and experience in a job interview. p49 • write a covering email in support of a job application. p162
		GOALS <ul style="list-style-type: none"> • enter unprepared into conversation on 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). • give or seek personal views and opinions in discussing topics of interest. • 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. • find out and pass on straightforward factual information. • communicate with some confidence on familiar routine and nonroutine matters related to his/her interests and professional field. • write a basic letter of application with limited supporting details.
		GRAMMAR RANGE <ul style="list-style-type: none"> • Can, could, be able to/ obligation, necessity and permission/must, have to, can/ Present Perfect with for and since

	ACHIEVEMENT 1 9.12. 2022 (4 HRS)	VOCABULARY
		<ul style="list-style-type: none"> Work collocations/ adjectives for appearance/ work+ preposition/give information about your work/experience in a job interview
		ASSESSMENT
		ACHIEVEMENT 1 9.12. 2022 INCLUDING UNIT 3
		REMINDERS
		SUGGESTIONS
		SUPPLEMENTARY MATERIAL
TEACHING/LEARNING METHODS		
TASK TYPES	Matching, reading multiple matching, open-ended questions, filling in the blanks, choosing the correct alternative	

WEEKS	UNITS	OBJECTIVES / UNIT 6	OBJECTIVES / UNIT 7
WEEK 12 12.12.22 13.12.22 14.12.22 15.12.22 16.12.22	UNIT 5 WORK (5 HRS) COURSEBOOK CONTENT / TOPICS Flip-flop entrepreneurs Don't call us	<ul style="list-style-type: none"> prepare and deliver a short presentation on the subject of healthy living. p53 take part in a discussion to organise an event. p55 take part in a discussion to draft a leaflet giving advice. p57 describe common symptoms when talking to a healthcare professional. p9 write an online product review. p163 	<ul style="list-style-type: none"> take part in a discussion about the things that make me happy. p63 write coherent posts to contribute to an online discussion on a topic of general interest. p65 give a short presentation about a famous person's life and achievements. p67 describe everyday objects, explaining what they are used for. p69 write a report giving the results of a survey. p164
	UNIT 6 HEALTH (11 HRS)	GOALS	GOALS
			<ul style="list-style-type: none"> give or seek personal views and opinions in discussing topics of interest.

<p>COURSEBOOK CONTENT / TOPICS Health myths Keep fit We may never 'meat' again</p> <p>UNIT 7 MIND (2 HRS) COURSEBOOK CONTENT / TOPICS Smile The internet and the brain Intelligence</p>	<ul style="list-style-type: none"> • give a short, rehearsed presentation on a topic pertinent to his/her everyday life, and can briefly give reasons and explanations for opinions, plans and actions. • offer advice on simple matters within his/her field of experience. • discuss what to do next, making and responding to suggestions, asking for and giving directions. • discuss what to do next, making and responding to suggestions, asking for and giving directions. • offer advice on simple matters within his/her field of experience. • describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language. • write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion. 	<ul style="list-style-type: none"> • post a comprehensible contribution in an online discussion on a familiar topic of interest, provided that he/she can prepare the text beforehand and use online tools to fill gaps in language and check accuracy. • 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. • narrate a story. • use simple descriptive language to make brief statements about and compare objects and possessions. • write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.
	<p>GRAMMAR RANGE</p> <ul style="list-style-type: none"> • Quantifiers/too and enough/ +ing forms/ Present Perfect with just/ yet / already 	<p>GRAMMAR RANGE</p> <ul style="list-style-type: none"> • Articles/used to/no article
	<p>VOCABULARY</p> <ul style="list-style-type: none"> • minor illnesses/exercise/ food groups/talk about your symptoms at the pharmacy 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Feelings/ shortened words/phrasal verbs/describe an object/say what you use it for
	<p>ASSESSMENT</p>	
	<p>REMINDERS WRITING HUB PAGE 163: ONLY EXERCISE A & B WILL BE DONE. SKIP WRITING PART</p>	
	<p>SUGGESTIONS</p>	

		SUPPLEMENTARY MATERIAL	
		TEACHING/LEARNING METHODS	
		TASK TYPES Matching, multiple choice, filling in the blanks, reading T/F	TASK TYPES reading T/F, choosing the correct alternative, correcting mistakes, matching

WEEKS	UNITS	OBJECTIVES / UNIT 8
WEEK 13 19.12.22 20.12.22 21.12.22 22.12.22 23.12.22	UNIT 7 MIND (10 HRS) COURSEBOOK CONTENT / TOPICS Smile The internet and the brain Intelligence UNIT 8 ART (8 HRS) COURSEBOOK CONTENT / TOPICS Musical taste Unusual art Telling stories	<ul style="list-style-type: none"> talk about my favourite pieces of music and explain what I like about them. p73 give a short presentation about a work of art and my reactions to it. p75 discuss films or books. p77 show interest in reaction to things that someone tells me. p79 write a simple online review of a film. p165
		GOALS
		<ul style="list-style-type: none"> express thoughts on more abstract, cultural topics such as films, books, music, etc. 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. clearly express feelings about something experienced and give reasons to explain those feelings. express thoughts on more abstract, cultural topics such as films, books, music, etc. express and respond to feelings such as surprise, happiness, sadness, interest and indifference. write a simple review of a film, book or TV programme using a limited range of language.
		GRAMMAR RANGE
		<ul style="list-style-type: none"> Reflexive pronouns/ infinitive of purpose/ first conditional
		VOCABULARY
		<ul style="list-style-type: none"> Music/ types of art/film and book genres/adjectives for describing films and books/show interest in a topic
		ASSESSMENT
		REMINDERS
		SUGGESTIONS

		SUPPLEMENTARY MATERIAL
		TEACHING/LEARNING METHODS
		TASK TYPES Matching, choosing the correct alternative, replacing, reading T/F

WEEKS	UNITS	OBJECTIVES / UNIT 9
WEEK 14 26.12.22 27.12.22 28.12.22 29.12.22 30.12.22	UNIT 8 ART (4 HRS) COURSEBOOK CONTENT / TOPICS Musical taste Unusual art Telling stories UNIT 9 MONEY (12 HRS) COURSEBOOK CONTENT / TOPICS Spending money Getting and giving Who needs money?	<ul style="list-style-type: none"> say how I would act in various hypothetical situations. p83 take part in a discussion on a topic of general interest. p85 negotiate a straightforward agreement regarding the purchase or exchange of goods or services. p87 explain a problem with something that I have bought and ask for a refund. p89 write a description of a product for an online 'for sale' advertisement p166
		GOALS <ul style="list-style-type: none"> Have 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. compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. give or seek personal views and opinions in discussing topics of interest. state requirements and ask detailed questions regarding more complex services, e.g. rental agreements. cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase. write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.
		GRAMMAR RANGE <ul style="list-style-type: none"> Second conditional/ defining relative clauses/ gerunds
		VOCABULARY <ul style="list-style-type: none"> Prepositions in money phrases and money words/ make and do expressions/go shopping for clothes/ ask for a refund
		ASSESSMENT QUIZ 2 INCLUDING UNIT 7
		REMINDERS
		SUGGESTIONS

UNIT 10 SCIENCE AND TECHNOLOGY (1HR) COURSEBOOK CONTENT / TOPICS Devices It's only good when it works The best view in the universe QUIZ 2 (1 HR)	
	SUPPLEMENTARY MATERIAL
	TEACHING/LEARNING METHODS
	TASK TYPES Matching, open-ended questions, filling in the blanks, listening note taking

WEEKS	UNITS	OBJECTIVES / UNIT 10	OBJECTIVES / UNIT 11
WEEK 15 02.01.23 03.01.23 04.01.23 05.01.23 06.01.23	UNIT 10 SCIENCE AND TECHNOLOGY (11HRS)	<ul style="list-style-type: none"> describe and compare personal possessions. p93 talk about the advantages and disadvantages of different types of technology. p95 take part in a discussion aimed at evaluating problems and identifying the personal characteristics needed to solve them. p96 explain a practical problem on the phone and ask for help. p99 	<ul style="list-style-type: none"> give a presentation in which I describe a special place and explain why it is important. p103 take part in a discussion aimed at comparing different images and evaluating them according to certain criteria. p105 take part in a discussion aimed at evaluation of different approaches to a topical issue. p107 tell a true story about something that happened in my life. p109

<p>COURSEBOOK CONTENT / TOPICS Devices It's only good when it works The best view in the universe</p> <p>UNIT 11 NATURAL WORLD (7 HRS)</p> <p>COURSEBOOK CONTENT / TOPICS Natural wonders Animal images Throw-away world</p>	<ul style="list-style-type: none"> write an online post giving recommendations for products. p167 	<ul style="list-style-type: none"> write an online post giving advice and suggestions. p168
	<p>GOALS</p> <ul style="list-style-type: none"> use simple descriptive language to make brief statements about and compare objects and possessions. evaluate the advantages and disadvantages of various options. explain why something is a problem, discuss what to do next, compare and contrast alternatives. give important details over the phone concerning an unexpected incident (e.g. a problem in a hotel, with travel arrangements, with a hire car). write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion. 	<p>GOALS</p> <ul style="list-style-type: none"> 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. express his/her thoughts about abstract or cultural topics such as music, films evaluate the advantages and disadvantages of various options. outline an issue or a problem clearly, speculating about causes or consequences and weighing advantages and disadvantages of different approaches. narrate a story. write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion. offer advice on simple matters within his/her field of experience.
	<p>GRAMMAR RANGE</p> <ul style="list-style-type: none"> Comparatives and superlatives/ more comparative structures/ need to 	<p>GRAMMAR RANGE</p> <ul style="list-style-type: none"> The passive (Present and Past Simple)/ adjective+ to+ Infinitive/ even
	<p>VOCABULARY</p> <ul style="list-style-type: none"> Electronic devices/using devices and the internet/collocations of science and research/ formal and informal calls 	<p>VOCABULARY</p> <ul style="list-style-type: none"> Natural features/ animals/ somewhere/ nowhere/ everywhere/ anywhere/ tell a story
	<p>ASSESSMENT</p>	
	<p>REMINDERS</p>	

		SUGGESTIONS	
		SUPPLEMENTARY MATERIAL	
		TEACHING/LEARNING METHODS	
		TASK TYPES Matching, filling in the blanks, reading F/O, choosing the correct alternative	TASK TYPES Matching, open-ended questions, multiple choice

WEEKS	UNITS	OBJECTIVES / UNIT 12
WEEK 16	UNIT 11 NATURAL WORLD (5 HRS)	<ul style="list-style-type: none"> conduct a prepared interview as part of an opinion survey. p113 argue my case in a debate on a familiar topic, giving reasons for my opinions. p115 take part in a discussion aimed at planning a project. p117 express my opinion in a discussion. p119 agree or disagree with someone politely. write a story. p169
09.01.23 10.01.23 11.01.23 12.01.23 13.01.23	COURSEBOOK CONTENT / TOPICS Natural wonders Animal images Throw-away world	GOALS <ul style="list-style-type: none"> use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. develop an argument well enough to be followed without difficulty most of the time. give simple reasons to justify a viewpoint on a familiar topic. outline an issue or a problem clearly, speculating about causes or consequences and weighing advantages and disadvantages of different approaches. express belief, opinion, agreement and disagreement politely. narrate a story. clearly signal chronological sequence in narrative text.
	UNIT 12 MEDIA (12 HRS)	GRAMMAR RANGE <ul style="list-style-type: none"> Reported Speech/ Past Perfect/ shall
	COURSEBOOK CONTENT / TOPICS The news	VOCABULARY <ul style="list-style-type: none"> News expressions/ television/advertising/give and respond to opinions

<p>On the box Advertising</p> <p>WRITING QUIZ 2 1H</p>	<p>ASSESSMENT WRITING QUIZ 2 INCLUDING UNIT 10</p>
	<p>REMINDERS</p>
	<p>SUGGESTIONS</p>
	<p>SUPPLEMENTARY MATERIAL</p>
	<p>TEACHING/LEARNING METHODS</p>
	<p>TASK TYPES Replacing, open-ended questions, reading T/F , matching, filling in the blanks</p>

WINTER BREAK
13.01.2023-13.02.2023

- **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 13.02.23 14.02.23 15.02.23 16.02.23 17.02.23	UNIT 1 COMMUNICATION (10 HRS) COURSEBOOK CONTENT / TOPICS Communication today Who owns English?	<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
	SPEAKING EXAM 8 (HRS)	GOALS <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
		GRAMMAR RANGE <ul style="list-style-type: none"> • Present Simple and Present continuous • Subject and object questions
		VOCABULARY <ul style="list-style-type: none"> • Seeing and hearing • Languages • Ask for, offer and respond to help
		ASSESSMENT SPEAKING EXAM (16-17.02.23) INCLUDING A2 AND B1 COURSE BOOKS

		REMINDERS
		SUGGESTIONS
		SUPPLEMENTARY MATERIAL
		TEACHING/LEARNING METHODS
		TASK TYPES Open-ended questions, filling in the blanks, choosing the correct alternatives, matching, multiple choice

WEEKS	UNITS	OBJECTIVES / UNIT 2	OBJECTIVES / UNIT 3
WEEK 18 20.02.23 21.02.23 22.02.23 23.02.23 24.02.23	UNIT 1 COMMUNICATION (3HRS) COURSEBOOK CONTENT / TOPICS Communication today Who owns English? UNIT 2 EXPERIENCES (13 HRS)	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

<p>COURSEBOOK CONTENT / TOPICS Important decisions You can do it!</p> <p>UNIT 3 ON THE MOVE (2HRS)</p> <p>COURSEBOOK CONTENT / TOPICS Travel experiences Travel smart</p>		<ul style="list-style-type: none"> • Can write basic formal emails/letters, for example, to make a complaint and request action.
	<ul style="list-style-type: none"> • GOALS <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 	<ul style="list-style-type: none"> • GOALS <ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • GRAMMAR RANGE <ul style="list-style-type: none"> • Present perfect simple and past simple • Present and past ability 	<ul style="list-style-type: none"> • GRAMMAR RANGE <ul style="list-style-type: none"> • Narrative tenses • Articles and quantifiers
	<ul style="list-style-type: none"> • VOCABULARY <ul style="list-style-type: none"> • Collocations: making big decisions • Dependent prepositions • Problems and solutions • Permission 	<ul style="list-style-type: none"> • VOCABULARY <ul style="list-style-type: none"> • 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	
	<p>TASK TYPES Open-ended questions, filling in the blanks, matching, multiple choice</p>	<p>TASK TYPES listening T/F, filling in the blanks, choosing the correct alternative, matching, multiple choice</p>

WEEKS	UNITS	
WEEK 19 27.02.23 28.02.23 01.03.23 02.03.23 03.03.23	UNIT 3 ON THE MOVE (11 HRS) COURSEBOOK CONTENT / TOPICS Travel experiences Travel smart UNIT 4 CHANGE (3 HRS)	<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.
	COURSEBOOK CONTENT / TOPICS Personal change Social change	<ul style="list-style-type: none"> • GOALS • 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
	ACHIEVEMENT 2 (4 HRS)	<ul style="list-style-type: none"> • GRAMMAR RANGE • Future forms • Making predictions
		<ul style="list-style-type: none"> • VOCABULARY • Collocations. Goals and resolutions • Prefixes: dis-, mis-, over-, re-, under- • Clarification • Making and dealing with complaints
		ASSESSMENT

		ACHIEVEMENT 2 03.03.2023 INCLUDING UNIT 2
		REMINDERS
		SUGGESTIONS
		SUPPLEMENTARY MATERIAL
		TEACHING/LEARNING METHODS
		TASK TYPES filling in the blanks, multiple choice, listening T/F, matching

WEEKS	UNITS	OBJECTIVES / UNIT 5
WEEK 20 06.03.23 07.03.23 08.03.23 09.03.23 10.03.23	UNIT 4 CHANGE (10HRS) COURSEBOOK CONTENT / TOPICS Personal change Social change UNIT 5 WORK AND BUSINESS (8HRS)	<ul style="list-style-type: none"> 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
		GOALS <ul style="list-style-type: none"> Discuss and give advice about employment skills and career interests Discuss and suggest workplace benefits and changes Describe and evaluate a small business

COURSEBOOK CONTENT / TOPICS At work In business	<ul style="list-style-type: none"> • Talk about environmental business ideas
	<ul style="list-style-type: none"> • GRAMMAR RANGE • Past habits and states • The passive
	<ul style="list-style-type: none"> • VOCABULARY • Employment skills and qualities • Verbs of influence • Business collocations • Structuring a presentation
	ASSESSMENT
	REMINDERS
	SUGGESTIONS
	SUPPLEMENTARY MATERIAL
	TEACHING/LEARNING METHODS
TASK TYPES filling in the blanks, multiple choice, listening T/F, matching	

WEEKS WEEK 21 13.03.23 14.03.23 15.03.23 16.03.23 17.03.23	UNITS UNIT 5 WORK AND BUSINESS (5HRS) COURSEBOOK CONTENT /	<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.
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<p>TOPICS At work In business</p> <p>UNIT 6 SPORTS AND HOBBIES (13HRS)</p> <p>COURSEBOOK CONTENT / TOPICS Take part! Hobbies</p>	<ul style="list-style-type: none"> • 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
	<p>GOALS</p> <ul style="list-style-type: none"> • Describe a sport game • Give a short, persuasive talk • Talk about hobbies and free time activities • Discuss trying new things • Express your opinion
	<p>GRAMMAR RANGE</p> <ul style="list-style-type: none"> • Modals of obligation • Present perfect continuous • <i>Had to/ needed to</i>
	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Adjectives ending in <i>-ive</i> • Sport • Hobbies and free time activities • Express an opinion
	ASSESSMENT
	REMINDERS
	SUGGESTIONS
	SUPPLEMENTARY MATERIAL
	TEACHING/LEARNING METHODS
	<p>TASK TYPES filling in the blanks, multiple choice, matching</p>

WEEKS	UNITS	
WEEK 22 20.03.23 21.03.23 22.03.23 23.03.23 24.03.23	UNIT 7 FOOD (13HRS) COURSEBOOK CONTENT / TOPICS Eating out Food fads UNIT 8 INNOVATION (4HRS) COURSEBOOK CONTENT / TOPICS Making a difference Must-have gadgets QUIZ 3 1 HR	<ul style="list-style-type: none"> • 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, evaluating alternative proposals and making and responding to hypotheses • 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 <hr/> <ul style="list-style-type: none"> • GOALS • 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 <hr/> <ul style="list-style-type: none"> • GRAMMAR RANGE • Modals of speculation and deduction • Comparatives and superlatives the..., the... <hr/> <ul style="list-style-type: none"> • VOCABULARY • Phrasal verbs • Adjectives to describe food • Waste • Making suggestions <hr/> <p>ASSESSMENT QUIZ 3 : 21.03.2023 INCLUDING UNIT 6</p> <hr/> <p>REMINDERS</p> <hr/> <p>SUGGESTIONS</p>

		SUPPLEMENTARY MATERIAL
		TEACHING/LEARNING METHODS
		TASK TYPES filling in the blanks, multiple choice, matching, listening multiple matching, choosing the correct alternative, reading multiple matching

WEEKS	UNITS	OBJECTIVES / UNIT 8	OBJECTIVES / UNIT 9
WEEK 23 27.03.23 28.03.23 29.03.23 30.03.23 31.03.23	UNIT 8 (9 HRS) INNOVATION COURSEBOOK CONTENT / TOPICS Making a difference Must-have gadgets UNIT 9 THE ARTS (9 HRS) COURSEBOOK CONTENT / TOPICS Art for everybody	<ul style="list-style-type: none"> • 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 • 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 	<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 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.

Tell me a story		<ul style="list-style-type: none"> • Can write a simple review of a film, book or TV programme using a limited range of language
	<ul style="list-style-type: none"> • GOALS • 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 	<ul style="list-style-type: none"> • GOALS • Suggest improvements to a proposal • Plan an arts event • Report a conversation • Create a collaborative story
	<ul style="list-style-type: none"> • GRAMMAR RANGE • Relative clauses • Zero and first conditionals • Conditionals with modals and imperatives 	<ul style="list-style-type: none"> • GRAMMAR RANGE • Second conditional • Reported speech
	<ul style="list-style-type: none"> • VOCABULARY • Word families • Creative thinking • Positive adjectives • Giving and following instructions 	<ul style="list-style-type: none"> • VOCABULARY • 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 24 03.04.23 04.04.23 05.04.23 06.04.23 07.04.23	UNIT 9 THE ARTS (4HRS) COURSEBOOK CONTENT / TOPICS Art for everybody Tell me a story	<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
	UNIT 10 PSYCHOLOGY (13 HRS) COURSEBOOK CONTENT / TOPICS Making up your mind Wish lists	GOALS <ul style="list-style-type: none"> • 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
	WRITING QUIZ 3 1 HR	GRAMMAR RANGE <ul style="list-style-type: none"> • Third conditional • <i>Should have</i> + past participle • Hopes and wishes
		VOCABULARY <ul style="list-style-type: none"> • Psychology verbs • Expressions with <i>mind</i> • Reflexive verbs • Staying organized • Make and accept apologies
		ASSESSMENT WRITING QUIZ 3 :04.04.2023 INCLUDING UNIT 8 REMINDERS

		SKIP WRITING HUB UNIT 10 (WRITE A REPORT)
		SUGGESTIONS
		SUPPLEMENTARY MATERIAL
		TEACHING/LEARNING METHODS
		TASK TYPES Reading T/F, matching, listening note-taking, filling in the blanks, choosing the correct alternative

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 25 10.04.23 11.04.23 12.04.23 13.04.23 14.04.23	UNIT 1 CONNECTIONS (13 HRS) COURSEBOOK CONTENT / TOPICS Personality Who we are Keeping it in the family UNIT 2 LIFESTYLES(5 HRS) COURSEBOOK CONTENT / TOPICS A full life Change Clean eating	<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 • compare, contrast and summarize short biographies, • talk about people that have influenced you • write a formal letter asking for information <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) <ul style="list-style-type: none"> • VOCABULARY • Feelings , personality adjectives, noun suffixes
ASSESSMENT		

		REMINDERS SKIP CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 1
		SUGGESTIONS
		SUPPLEMENTARY MATERIAL
		TEACHING/LEARNING METHODS
		TASK TYPES Open-ended questions, filling in the blanks, listening T/F, listening-matching, multiple choice, choosing the correct alternative

SPRING BREAK
17.04.23- 21.04.23

WEEKS	UNITS	OBJECTIVES / UNIT 2	OBJECTIVES / UNIT 3
WEEK 26 24.04.23 25.04.23 26.04.23 27.04.23 28.04.23	UNIT 2 LIFESTYLES (8 HRS) COURSEBOOK CONTENT / TOPICS A full life Change Clean eating UNIT 3 SURVIVAL (6 HRS)	<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 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. 	<ul style="list-style-type: none"> • 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

COURSEBOOK CONTENT / TOPICS Staying alive Fear and danger Don't look down ACHIEVEMENT 3 4 (HRS)	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Marking the relationship between ideas in clear connected text and following established conventions of the genre concerned.
	<ul style="list-style-type: none"> • GOALS • 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 	<ul style="list-style-type: none"> • GOALS • 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.
	<ul style="list-style-type: none"> • GRAMMAR RANGE • Present Perfect Simple and present perfect continuous • Used to , would, get used to , be used to 	<ul style="list-style-type: none"> • GRAMMAR RANGE • Narrative tenses including simple past, past continuous, past perfect and past perfect continuous • Alternatives to if in conditionals
	<ul style="list-style-type: none"> • VOCABULARY • Health and fitness • Adverbs of stance • Adverb + Adjective collocations 	<ul style="list-style-type: none"> • VOCABULARY • Descriptive verbs • Phrasal verbs to describe problems • Dependent prepositions : adjectives
	ASSESSMENT ACHIEVEMENT 3 :28.04.2023 INCLUDING UNIT 1	
	REMINDERS SKIP CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 2	
	SUGGESTIONS	
	SUPPLEMENTARY MATERIAL TEACHING/LEARNING METHODS	

		TASK TYPES Open-ended questions, filling in the blanks, multiple choice, choosing the correct alternative, matching	TASK TYPES Open-ended questions, filling in the blanks, multiple choice, choosing the correct alternative, listening-note taking
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WEEKS	UNITS	OBJECTIVES / UNIT 4
WEEK 27	UNIT 3 SURVIVAL (7 HRS)	<ul style="list-style-type: none"> • 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.
01.05.23 02.05.23 03.05.23 04.05.23 05.05.23	COURSEBOOK CONTENT / TOPICS Staying alive Fear and danger Don't look down	GOALS
	UNIT 4 THE FUTURE(7HRS)	<ul style="list-style-type: none"> • Talk about future plans and GOALS • 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.
	COURSEBOOK CONTENT / TOPICS My future What will life be like? The robot revolution	GRAMMAR RANGE
		<ul style="list-style-type: none"> • Future forms • Future continuous, future perfect, future perfect continuous tenses
		VOCABULARY
		<ul style="list-style-type: none"> • Noun + preposition collocations • Noun and verbs with the same spelling • Intensifiers

		ASSESSMENT
		REMINDERS MAY 1 ST LABOUR DAY 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	UNITS	OBJECTIVES / UNIT 5
WEEK 28 08.05.23 09.05.23 10.05.23 11.05.23 12.05.23	UNIT 4 THE FUTURE (6HRS) UNIT 5 CHANGE (12HRS) COURSEBOOK CONTENT / TOPICS Changing environment Changing places Getting into the habit	<ul style="list-style-type: none"> • 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. • 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
		<ul style="list-style-type: none"> • GOALS • 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

		<ul style="list-style-type: none"> • GRAMMAR RANGE • The passive • Causative : have and get
		<ul style="list-style-type: none"> • VOCABULARY • Green vocabulary • Describing areas of a city • Prefixes
		ASSESSMENT
		REMINDERS SKIP CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 4
		SUGGESTIONS
		SUPPLEMENTARY MATERIAL
		TEACHING/LEARNING METHODS
		TASK TYPES Open-ended questions, filling in the blanks, multiple choice, choosing the correct alternative

WEEKS	UNITS	OBJECTIVES / UNIT 6
WEEK 29 15.05.23 16.05.23 17.05.23 18.05.23 19.05.23	UNIT 5 CHANGE(1 HR) UNIT 6 COMING OF AGE(12 HRS)	<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 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

<p>COURSEBOOK CONTENT / TOPICS The right method Traditions of youth A new perspective</p> <p>QUIZ 4 1 HR</p>	<ul style="list-style-type: none"> 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).
	<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 QUIZ 4 : 16.05.2023 INCLUDING UNIT 5</p>
	<p>REMINDERS MAY 19 SPORT AND YOUTH FESTIVAL SKIP CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 5 & 6</p>
	<p>SUGGESTIONS</p>
	<p>SUPPLEMENTARY MATERIAL</p>
	<p>TEACHING/LEARNING METHODS</p>
	<p>TASK TYPES Open-ended questions, filling in the blanks, multiple choice, choosing the correct alternative</p>

WEEKS	UNITS	
WEEK 30 22.05.23 23.05.23 24.05.23 25.05.23 26.05.23	UNIT 7 COMMUNITY (13 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?	<ul style="list-style-type: none"> • 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. <hr/> <ul style="list-style-type: none"> • 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 <hr/> <ul style="list-style-type: none"> • GRAMMAR RANGE • First conditionals with different future forms • Unreal conditions • Wish and if only <hr/> <ul style="list-style-type: none"> • VOCABULARY • Verbs to describe change • Three-part phrasal verbs • Compound nouns <hr/> <p>ASSESSMENT</p> <hr/> <p>REMINDERS SKIP UNIT 7 PAGE 81 SPEAKING HUB SKIP CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 7</p> <hr/> <p>SUGGESTIONS</p> <hr/> <p>SUPPLEMENTARY MATERIAL</p>

		TEACHING/LEARNING METHODS
		TASK TYPES Open-ended questions, filling in the blanks, multiple choice, choosing the correct alternative, listening-note taking

WEEKS	UNITS	OBJECTIVES / UNIT 8	OBJECTIVES / UNIT 9
WEEK 31 29.05.23 30.05.23 31.05.23 01.06.23 02.06.23	UNIT 8 MYSTERY (8 HRS) COURSEBOOK CONTENT / TOPICS Myths and legends Who did it? Fact or fiction? UNIT 9 BUSINESS (9 HRS) COURSEBOOK CONTENT / TOPICS Customers Products Raising capital WRITING QUIZ 4 1HR	<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 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. • Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. 	<ul style="list-style-type: none"> • 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. • Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.
		<ul style="list-style-type: none"> • GOALS • Speculate about past events • Summarise a cultural story • Speculate about the causes and consequences of a crime. • Discuss how to test an idea • Write a complex essay 	<ul style="list-style-type: none"> • GOALS • Talk about risk and benefits of apps • Make an effective complaint about a product or a service • Plan and conduct a survey about shopping habits. • Discuss investment opportunities

			<ul style="list-style-type: none"> • Write a proposal
		<ul style="list-style-type: none"> • GRAMMAR RANGE • Past modals of deduction • Orders of adjectives 	<ul style="list-style-type: none"> • GRAMMAR RANGE • Relative clauses • Determiners and quantifiers
		<ul style="list-style-type: none"> • VOCABULARY • Word families • Easily confused verbs • Crime 	<ul style="list-style-type: none"> • VOCABULARY • Dependent prepositions • Science • Advertising
		ASSESSMENT	
		WRITING QUIZ 4: 30.05.2023 INCLUDING UNIT 7	
		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 Open-ended questions, filling in the blanks, multiple choice, choosing the correct alternative, listening-note taking	TASK TYPES Open-ended questions, filling in the blanks, choosing the correct alternatives, matching, multiple choice

WEEKS	UNITS	<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.
WEEK 32 05.06.23 06.06.23 07.06.23	UNIT 9 BUSINESS (4HRS)	

<p>08.06.23 09.06.23</p>	<p>COURSEBOOK CONTENT / TOPICS Customers Products Raising capital</p>	<ul style="list-style-type: none"> • 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.
	<p>UNIT 10 MEDIA(13HRS)</p> <p>COURSEBOOK CONTENT / TOPICS</p>	<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
	<p>Reporting the news Digital media Watch on demand</p>	<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
		<p>ASSESSMENT</p>
		<p>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)</p>
		<p>SUGGESTIONS</p>
		<p>SUPPLEMENTARY MATERIAL</p>
		<p>TEACHING/LEARNING METHODS</p>
		<p>TASK TYPES Open-ended questions, filling in the blanks, choosing the correct alternatives, matching, multiple choice</p>

END OF ACADEMIC YEAR

PROFICIENCY EXAM

12.06.2023 MONDAY WRITTEN EXAM

13.06.2023 & 14.06.2023 SPEAKING EXAM