

MUĞLA SITKI KOÇMAN UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

PREPARATORY PROGRAMME SYLLABUS FOR INTERMEDIATE LEVELS

SECOND TERM (27.02.2023- 20.06.2023)

ACADEMIC YEAR: 2022-2023

COURSEBOOK: LANGUAGE HUB 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.
- ✓ 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 OF UNIT 1
WEEK 17 27.02.2023 28.02.2023 01.03.2023 02.03.2023 03.03.2023	UNIT 1 CONNECTIONS (14 HRS) COURSEBOOK CONTENT / TOPICS <i>Personality</i> <i>Who we are</i>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Can write basic emails/letters of a factual nature, for example, to request information or to ask for and give confirmation.</p>
		GOALS OF UNIT 1 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
		GRAMMAR RANGE UNIT 1 All question forms including subject questions Tense revision (Simple Present, Present Continuous, Simple Past, Past Continuous, Present Perfect Simple, Past Perfect Simple)
		VOCABULARY UNIT 1 Feelings , personality adjectives, noun suffixes SEE LH UP-INT (B2) UNIT 1 WORDLIST
		ASSESSMENT
		REMINDERS
		SUGGESTIONS CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 1 CAN BE STUDIED IF THERE IS ENOUGH TIME
		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

WEEKS	UNITS	OBJECTIVES OF UNIT 1: SEE WEEK 17
WEEK 18 06.03.2023 07.03.2023 08.03.2023 09.03.2023 10.03.2023	UNIT 1 CONNECTIONS (6 HRS) COURSEBOOK CONTENT / TOPICS <i>Personality</i> <i>Who we are</i>	OBJECTIVES OF 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.
	UNIT 2 LIFESTYLES (8 HRS) COURSEBOOK CONTENT / TOPICS <i>A full life</i> <i>Change</i>	GOALS OF UNIT 1: SEE WEEK 17 GOALS OF 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
		GRAMMAR RANGE UNIT 2 Present Perfect Simple and present perfect continuous Used to , would, get used to , be used to
		VOCABULARY UNIT 2 Health and fitness Adverbs of stance Adverb + Adjective collocations SEE LH UP-INT (B2) UNIT 2 WORDLIST
		ASSESSMENT
		REMINDERS
		SUGGESTIONS CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 2 CAN BE STUDIED IF THERE IS ENOUGH TIME
		SUPPLEMENTARY MATERIAL
		TEACHING/LEARNING METHODS
		TASK TYPES Open-ended questions, filling in the blanks, multiple choice, choosing the correct alternative, matching

WEEKS	UNITS	OBJECTIVES OF UNIT 2
WEEK 19 13.03.2023 14.03.2023 15.03.2023 16.03.2023 17.03.2023	UNIT 2 LIFESTYLES (10 HRS) COURSEBOOK CONTENT / TOPICS <i>A full life</i> <i>Change</i>	<p>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.</p> <p>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.</p> <p>Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.</p> <p>Can construct a chain of reasoned argument.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.</p> <p>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.</p>
	SPEAKING EXAM (4 HRS)	GOALS OF 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
		GRAMMAR RANGE UNIT 2 Present Perfect Simple and present perfect continuous Used to , would, get used to , be used to
		VOCABULARY UNIT 2 Health and fitness Adverbs of stance Adverb + Adjective collocations SEE LH UP-INT (B2) UNIT 2 WORDLIST
		ASSESSMENT 13.03.2023 MONDAY SPEAKING EXAM INCLUDING LH B1+ (INTERMEDIATE) UNITS 1-10 & B2 UNIT 1
		REMINDERS
		SUGGESTIONS
		SUPPLEMENTARY MATERIAL
		TEACHING/LEARNING METHODS
		TASK TYPES Open-ended questions, filling in the blanks, multiple choice, choosing the correct alternative, matching

WEEKS	UNITS	OBJECTIVES OF UNIT 2 : SEE WEEK 19
WEEK 20 20.03.2023 21.03.2023 22.03.2023 23.03.2023 24.03.2023	UNIT 2 LIFESTYLES (2 HRS)	OBJECTIVES OF 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.
	COURSEBOOK CONTENT / TOPICS <i>A full life</i> <i>Change</i>	GOALS OF UNIT 2: SEE WEEK 19 GOALS OF 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.
	UNIT 3 SURVIVAL (12 HRS)	
	COURSEBOOK CONTENT / TOPICS <i>Staying alive</i> <i>Fear and danger</i>	GRAMMAR RANGE UNIT 3 Narrative tenses including simple past, past continuous, past perfect and past perfect continuous Alternatives to if in conditionals
	ACHIEVEMENT EXAM	VOCABULARY UNIT 3 Descriptive verbs Phrasal verbs to describe problems Dependent prepositions : adjectives SEE LH UP-INT (B2) UNIT 3 WORDLIST
		ASSESSMENT 24.03.2023 FRIDAY ACHIEVEMENT 2 INCLUDING UNIT 1
		REMINDERS
		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 OF UNIT 3: SEE WEEK 20	
WEEK 21 27.03.2023 28.03.2023 29.03.2023 30.03.2023 31.03.2023	UNIT 3 SURVIVAL (8 HRS) COURSEBOOK CONTENT / TOPICS <i>Staying alive</i> <i>Fear and danger</i> UNIT 4 THE FUTURE (6 HRS) COURSEBOOK CONTENT / TOPICS <i>My future</i> <i>What will life be like?</i>	OBJECTS OF 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.	
		GOALS OF UNIT 3: SEE WEEK 20 GOALS OF UNIT 4 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.	
		GRAMMAR RANGE UNIT 3 Narrative tenses including simple past, past continuous, past perfect and past perfect continuous Alternatives to if in conditionals	GRAMMAR RANGE UNIT 4 Future forms Future continuous, future perfect, future perfect continuous tenses
		VOCABULARY UNIT 3 Descriptive verbs Phrasal verbs to describe problems Dependent prepositions : adjectives	VOCABULARY UNIT 4 Noun + preposition collocations Noun and verbs with the same spelling Intensifiers

	SEE LH UP-INT (B2) UNIT 3 WORDLIST	SEE LH UP-INT (B2) UNIT 4 WORDLIST
	ASSESSMENT	
	REMINDERS WRITING HUB ON 156 ONLY EXERCISES B-C-D-E WILL BE STUDIED. SKIP WRITING PART	
	SUGGESTIONS CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 3 CAN BE STUDIED IF THERE IS ENOUGH TIME	
	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 OF UNIT 4
WEEK 22 03.04.2023 04.04.2023 05.04.2023 06.04.2023 07.04.2023	UNIT 4 THE FUTURE (14 HRS) COURSEBOOK CONTENT / TOPICS <i>My future</i> <i>What will life be like?</i>	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.
		GOALS OF UNIT 4 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.
		GRAMMAR RANGE UNIT 4 Future forms Future continuous, future perfect, future perfect continuous tenses
		VOCABULARY UNNIT 4 Noun + preposition collocations Noun and verbs with the same spelling Intensifiers SEE LH UP-INT (B2) UNIT 4 WORDLIST
		ASSESSMENT
		REMINDERS
		SUGGESTIONS CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 4 CAN BE STUDIED IF THERE IS ENOUGH TIME
		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 OF UNIT 5
WEEK 23 10.04.2023 11.04.2023 12.04.2023 13.04.2023 14.04.2023	UNIT 5 CHANGE (13 HRS) COURSEBOOK CONTENT / TOPICS Changing environment Changing places QUIZ 3 (1 HOUR)	<p>Can clearly signal chronological sequence in narrative text.</p> <p>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.</p> <p>Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.</p> <p>Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.</p> <p>Can outline an issue or a problem clearly, speculating about causes or consequences and weighing advantages and disadvantages of different approaches.</p> <p>Can evaluate different ideas or solutions to a problem</p>
		GOALS OF UNIT 5 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
		GRAMMAR RANGE UNIT 5 The passive Causative : have and get
		VOCABULARY UNIT 5 Green vocabulary Describing areas of a city Prefixes SEE LH UP-INT (B2) UNIT 5 WORDLIST
		ASSESSMENT 11.04.2023 QUIZ 3 INCLUDING UNIT 3
		REMINDERS
		SUGGESTIONS
		SUPPLEMENTARY MATERIAL
		TEACHING/LEARNING METHODS
		TASK TYPES Open-ended questions, filling in the blanks, multiple choice, choosing the correct alternative

SPRING BREAK (17-21 APRIL 2023)

WEEKS	UNITS	OBJECTIVES OF UNIT 5
WEEK 24	UNIT 5	
24.04.2023	CHANGE (7 HRS)	Can clearly signal chronological sequence in narrative text.
25.04.2023		Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.
26.04.2023	COURSEBOOK	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.
27.04.2023	CONTENT /	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.
28.04.2023	TOPICS	Can outline an issue or a problem clearly, speculating about causes or consequences and weighing advantages and disadvantages of different approaches.
	Changing environment	Can evaluate different ideas or solutions to a problem
	Changing places	GOALS OF UNIT 5
	WRITING QUIZ 3 (1H)	Summarise a sequence of events
	UNIT 6	Evaluate a range of proposals
	COMING OF AGE (6 HRS)	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
	COURSEBOOK	GRAMMAR RANGE UNIT 5
	CONTENT /	The passive
	TOPICS	Causative : have and get
	<i>The right method?</i>	VOCABULARY UNIT 5
	<i>Traditions of youth</i>	Green vocabulary
		Describing areas of a city
		Prefixes SEE LH UP-INT (B2) UNIT 5 WORDLIST
		ASSESSMENT
		25.04.2023 TUESDAY WRITING QUIZ 3 INCLUDING B2 UNIT 4
		REMINDERS
		SUGGESTIONS
		CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 5 CAN BE STUDIED IF THERE IS ENOUGH TIME
		SUPPLEMENTARY MATERIAL
		TEACHING/LEARNING METHODS
		TASK TYPES
		Open-ended questions, filling in the blanks, multiple choice, choosing the correct alternative

WEEKS	UNITS	OBJECTIVES OF UNIT 6
WEEK 25 01.05.2023 02.05.2023 03.05.2023 04.05.2023 05.05.2023	UNIT 6 COMING OF AGE (10 HRS) COURSEBOOK CONTENT / TOPICS <i>The right method?</i> <i>Traditions of youth</i> 01 MAY OFFICIAL (4) HOLIDAY	<p>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.</p> <p>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.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.</p> <p>Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.</p> <p>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.</p> <p>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>
		GOALS OF UNIT 6 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
		GRAMMAR RANGE UNIT 6 Obligation, prohibition and permission Articles
		VOCABULARY UNIT 6 Education Compound adjectives Phrases with make and do SEE LH UP-INT (B2) UNIT 6 WORDLIST
ASSESSMENT		
REMINDERS		
SUGGESTIONS		
CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 6 CAN BE STUDIED IF THERE IS ENOUGH TIME		
SUPPLEMENTARY MATERIAL		
TEACHING/LEARNING METHODS		
TASK TYPES		Open-ended questions, filling in the blanks, multiple choice, choosing the correct alternative

WEEKS	UNITS	OBJECTIVES OF UNIT 6 SEE WEEK 25
WEEK 26 08.05.2023 09.05.2023 10.05.2023 11.05.2023 12.05.2023	UNIT 6 COMING OF AGE (4 HRS) COURSEBOOK CONTENT / TOPICS <i>The right method?</i> <i>Traditions of youth</i> UNIT 7 COMMUNITY (10 HRS) COURSEBOOK CONTENT / TOPICS <i>Open spaces</i> <i>Make a change</i> Community, verbs to describe change ACHIEVEMENT 3	OBJECTIVES OF 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 participate in extended casual conversation over the phone with a known person on a variety of topics. Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome.
		GOALS OF UNIT 6 SEE WEEK 25
		GOALS OF UNIT 7 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 UNIT 7 First conditionals with different future forms Unreal conditions Wish and if only
		VOCABULARY UNIT 7 Verbs to describe change Three-part phrasal verbs Compound nouns SEE LH UP-INT (B2) UNIT 7 WORDLIST
		ASSESSMENT 12.05.2023 FRIDAY ACHIEVEMENT 3 INCLUDING B2 UNIT 5
		REMINDERS SKIP UNIT 7 PAGE 81 SPEAKING HUB
		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 OF UNIT 7
WEEK 27 15.05.2023 16.05.2023 17.05.2023 18.05.2023 19.05.2023	UNIT 7 COMMUNITY (10 HRS) COURSEBOOK CONTENT / TOPICS <i>Open spaces</i> <i>Make a change</i>	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 participate in extended casual conversation over the phone with a known person on a variety of topics. Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome.
	UNIT 8 MYSTERY (4 HRS) COURSEBOOK CONTENT / TOPICS <i>Myths and legends</i> <i>Who did it?</i>	GOALS OF UNIT 7 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 UNIT 7 First conditionals with different future forms Unreal conditions Wish and if only
		VOCABULARY UNIT 7 Verbs to describe change Three-part phrasal verbs Compound nouns SEE LH UP-INT (B2) UNIT 7 WORDLIST
		ASSESSMENT
		REMINDERS
		SKIP UNIT 7 PAGE 81 SPEAKING HUB
		SUGGESTIONS
		CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 7 CAN BE STUDIED IF THERE IS ENOUGH TIME
		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 OF UNIT 8
WEEK 28 22.05.2023 23.05.2023 24.05.2023 25.05.2023 26.05.2023	UNIT 8 MYSTERY (14 HRS) COURSEBOOK CONTENT / TOPICS <i>Myths and legends</i> <i>Who did it?</i>	<p>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.</p> <p>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.</p> <p>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</p> <p>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.</p> <p>Can build upon other's ideas, making suggestions for ways forward.</p> <p>Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.</p>
		GOALS OF 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 Write a complex essay
		GRAMMAR RANGE UNIT 8 Past modals of deduction Orders of adjectives
		VOCABULARY UNIT 8 Word families Easily confused verbs Crime SEE LH UP-INT (B2) UNIT 8 WORDLIST
		ASSESSMENT
		REMINDERS ORDER OF ADJECTIVES ON PAGE 91 WILL BE STUDIED ON RECOGNITION LEVEL. SKIP UNIT 8 PAGE 93 SPEAKING HUB
		SUGGESTIONS CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 8 CAN BE STUDIED IF THERE IS ENOUGH TIME
		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 OF UNIT 8 OBJECTIVES OF UNIT 9: SEE WEEK 30
WEEK 29 29.05.2023 30.05.2023 31.05.2023 01.06.2023 02.06.2023 19 MAY NATIONAL HOLIDAY	UNIT 8 MYSTERY (1 HRS) COURSEBOOK CONTENT / TOPICS <i>Myths and legends</i> <i>Who did it?</i> QUIZ 4 (1H)	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 write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. 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.
	UNIT 9 BUSINESS (12 HRS) COURSEBOOK CONTENT / TOPICS <i>Customers</i> <i>Products</i>	GOALS OF UNIT 8 / GOALS OF UNIT 9 : SEE WEEK 30 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
		GRAMMAR RANGE UNIT 8 / GRAMMAR RANGE UNIT 9 SEE WEEK 30 Past modals of deduction Orders of adjectives
		VOCABULARY UNIT 8 / VOCABULARY UNIT 9 SEE WEEK 30 Word families Easily confused verbs Crime SEE LH UP-INT (B2) UNIT 8 WORDLIST
		ASSESSMENT 30.05.2023 TUESDAY QUIZ 4 INCLUDING B2 UNIT 7
		REMINDERS ORDER OF ADJECTIVES ON PAGE 91 WILL BE STUDIED ON RECOGNITION LEVEL. SKIP UNIT 8 PAGE 93 SPEAKING HUB
		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 OF UNIT 9
WEEK 30 05.06.2023 06.06.2023 07.06.2023 08.06.2023 09.06.2023	UNIT 9 BUSINESS (7 HRS) COURSEBOOK CONTENT / TOPICS <i>Customers</i> <i>Products</i>	<p>Can use appropriate technical terminology, when exchanging information or discussing his/her area of specialisation with other specialists.</p> <p>Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.</p> <p>Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.</p> <p>Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.</p> <p>Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.</p> <p>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 (6 HRS) COURSEBOOK CONTENT / TOPICS <i>Reporting the news</i> <i>Digital media</i>	GOALS OF UNIT 9 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 Write a proposal
		GRAMMAR RANGE UNIT 9 Relative clauses Determiners and quantifiers
	WRITING QUIZ 4 (1H)	VOCABULARY UNIT 9 Dependent prepositions Science Advertising SEE LH UP-INT (B2) UNIT 9 WORDLIST
		ASSESSMENT 08.06.2023 TUESDAY WRITING QUIZ 4 INCLUDING B2 UNIT 8
		REMINDERS SKIP UNIT 9 PAGE 105 SPEAKING HUB SKIP WRITING HUB ON PAGE 162 (WRITE A PROPOSAL)
		SUGGESTIONS CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 9 CAN BE STUDIED IF THERE IS ENOUGH TIME
		SUPPLEMENTARY MATERIAL
		TEACHING/LEARNING METHODS
		TASK TYPES Open-ended questions, filling in the blanks, choosing the correct alternatives, matching, multiple choice

WEEKS	UNITS	OBJECTIVES OF UNIT 10
WEEK 31 12.06.2023 13.06.2023 14.06.2023 15.06.2023 16.06.2023	UNIT 10 MEDIA (14 HRS) COURSEBOOK CONTENT / TOPICS <i>Reporting the news</i> <i>Digital media</i>	<p>Can summarise (in Language B) extracts from news items, interviews or documentaries containing opinions, argument and discussion sources (in Language A).</p> <p>Can intervene appropriately in discussion, exploiting appropriate language to do so.</p> <p>Can communicate detailed information reliably.</p> <p>Can give a clear, systematically developed presentation, with highlighting of significant points and relevant supporting detail.</p> <p>Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.</p> <p>Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.</p>
		GOALS OF UNIT 10 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
		GRAMMAR RANGE UNIT 10 Reported speech Reporting verbs
		VOCABULARY UNIT 10 Traditional media Social media Adjective noun collocations SEE LH UP-INT (B2) UNIT 10 WORDLIST
		ASSESSMENT
		REMINDERS
		SUGGESTIONS
		CAFÉ HUB AUTHENTIC ENGLISH OF UNIT 10 CAN BE STUDIED IF THERE IS ENOUGH TIME
		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 WEDNESDAY WRITTEN EXAM

21.06.2023 & 22.06.2023 SPEAKING EXAM