

MUĞLA SİTKİ KOÇMAN UNIVERSITY SCHOOL OF FOREIGN LANGUAGES 2025-26 ACADEMIC YEAR

PROGRAMME 1 SYLLABUS AND PACING

WEEK 1 15.09.2025	READING OBJECTIVES <i>For Unit 2 objectives, see Week 2.</i>	LISTENING OBJECTIVES <i>For Unit 2 objectives, see Week 2.</i>	WRITING OBJECTIVES <i>For Unit 2 objectives, see Week 2.</i>	SPEAKING OBJECTIVES <i>For Unit 2 objectives, see Week 2.</i>	SDG GOALS	AI GOALS X WRITING
16.09.2025						Generate brainstorming ideas with the help of AI (e.g., prompts for story writing or opinion essays). Use AI tools to edit and revise drafts for clarity and accuracy. Use AI to evaluate writing based on a structured criterion. Paraphrase or expand AI-generated content in their own words to show understanding. Understand and avoid plagiarism when using AI-generated content.
17.09.2025						
18.09.2025						
19.09.2025						
UNITS / HOURS					MEDIATION	TEACHER'S NOTES
ORIENTATION 5 HOURS						
A2 UNIT 1 ARRIVALS 15 HOURS	<p>A2</p> <p>UNIT 1</p> <p>ARRIVALS</p> <p>15 HOURS</p> <p>UNIT 2</p> <p>4 HOURS</p>	<ul style="list-style-type: none"> Understand simple personal letters, emails, or posts about familiar subjects (friends, family) and questions on these topics. Understand most of what people say about themselves in personal ads or posts, including likes and preferences. Understand texts describing people, places, everyday life, and culture that use simple language. Understand main points of short texts on everyday topics (e.g., lifestyle, hobbies, sports, weather). 	<ul style="list-style-type: none"> Follow short, simple social exchanges delivered clearly and slowly. 	<ul style="list-style-type: none"> Fill in forms with personal and basic details (e.g., to open a bank account or send a parcel by recorded delivery). Review short, simple texts to correct basic punctuation/capitalization. 		
						PAGE *
GRAMMAR RANGE UNIT 1 Present Simple be (positive/negative/questions) /a-an/plural nouns/ this-that-these-those UNIT 2 Possessive adjectives and apostrophes/have-has got/Using adjectives	VOCABULARY RANGE UNIT 1 Countries and nationalities /Big numbers/ Everyday items UNIT 2 Family/Describing appearance/Personality adjectives SEE LH A2 UNIT 1/2 WORDLIST					
FUNCTIONAL LANGUAGE	<p>UNIT 1 Greeting people / Making Introductions</p> <p>UNIT 2 Making and responding to requests</p>					PRONUNCIATION
ASSESSMENT						UNIT 1 Syllable stress/ Similar numbers /Vowel sounds/Word stress
REMINDERS:						UNIT 2 Schwa/Contracted have/Syllable stress: adjectives/Stress and intonation
SUGGESTIONS	For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: A2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf					

WEEK 2 22.09.2025 23.09.2025 24.09.2025 25.09.2025 26.09.2025	READING OBJECTIVES <u>UNIT 2</u> • Understand texts describing people, places, everyday life, and culture that use simple language. • Understand main points of short texts on everyday topics (e.g., lifestyle, hobbies, sports, weather). • Identify specific information in simpler material like letters, brochures, and short news articles describing events. <u>UNIT 3</u> • Locate specific information in lists and isolate required details (e.g., using the Yellow Pages to find a service). • Identify specific information in simpler material like letters, brochures, and short news articles describing events. • Understand texts describing people, places, everyday life, and culture that use simple language. • Understand main points of short texts on everyday topics (e.g., lifestyle, hobbies, sports, weather).	LISTENING OBJECTIVES <u>UNIT 2</u> Follow short, simple social exchanges delivered clearly and slowly. <u>UNIT 3</u> Follow short, simple social exchanges delivered clearly and slowly. Understand, in interviews or conversations, what people say about their free time, likes, and dislikes when spoken slowly and clearly.	WRITING OBJECTIVES <u>UNIT 2</u> • Write short emails or letters to introduce themselves and convey routine personal information. • Produce short, simple texts on familiar topics of personal interest, linking ideas with basic connectors such as "and", "but", "because", and "then." • Engage in basic online social communication (e.g., writing a social media post, sharing news, or confirming plans to meet). • Describe their family, living conditions, educational background, or present/most recent job using simple phrases and sentences. • Write short notes, emails, or text messages to send or reply to an invitation, or to confirm or change an arrangement. <u>UNIT 3</u> • Write short diary entries describing daily routines, outings, hobbies, people, and places using concrete vocabulary and simple structures. • Produce short, simple texts on familiar topics of personal interest, linking ideas with basic connectors such as "and", "but", "because", and "then."	SPEAKING OBJECTIVES <u>UNIT 2</u> • Describe personal and familiar topics in simple terms. • Express opinions in a limited way. • Exchange opinions and compare things and people using simple language. • Ask for a favour, offer help, and respond to requests. <u>UNIT 3</u> • Ask and answer simple questions about work, free time, pastimes, and routines. • Talk about daily life and routines, such as habits, leisure activities, and weekend or holiday plans. • Give basic descriptions and opinions, including simple opinions and preferences, when listeners are patient and helpful. • Ask and answer simple questions about work, free time, pastimes, and routines. • Participate in short conversations in routine contexts on familiar topics. • Make and respond to requests, invitations, suggestions, and apologies.	SDG GOALS	AI GOALS X SPEAKING Use AI-generated questions or prompts to practice speaking on various topics. Record and self-assess speaking using AI-assisted pronunciation or fluency feedback tools (e.g., ELSA, SpeakPal). Use AI chatbots to roleplay conversations and simulate real-life speaking situations. Reflect on the accuracy and naturalness of their own spoken responses compared to AI responses.
UNITS / HOURS UNIT 2 PEOPLE 10 HOURS UNIT 3 DAYS 14 HOURS						
					MEDIATION <u>UNIT 3</u> • Use very simple language to summarize or paraphrase a message/text. • Handle disagreement/difficulty using simple phrases.	TEACHER'S NOTES
						PAGE *
GRAMMAR RANGE UNIT 2 Possessive adjectives and apostrophes/have-has got/Using adjectives UNIT 3 Present Simple positive/Adverbs of frequency/Present Simple negative					VOCABULARY RANGE UNIT 2 Family/Describing appearance/Personality adjectives UNIT 3 Everyday activities/Prepositions of time/Big celebrations	
FUNCTIONAL LANGUAGE UNIT 2 Making and responding to requests UNIT 3 Making and responding to suggestions					PRONUNCIATION UNIT 2 Schwa/Contracted have/Syllable stress: adjectives/Stress and intonation UNIT 3 Third person -s/Word stress/Sentence stress/Stress and intonation	
ASSESSMENT:						
REMINDERS:						
SUGGESTIONS	For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: A2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf					

WEEK 3	READING OBJECTIVES	LISTENING OBJECTIVES	WRITING OBJECTIVES	SPEAKING OBJECTIVES	SDG GOALS	AI GOALS X
29.09.2025 30.09.2025 01.10.2025 02.10.2025 03.10.2025	<p>UNIT 4</p> <ul style="list-style-type: none"> Understand texts describing people, places, everyday life, and culture that use simple language. Understand main points of short texts on everyday topics (e.g., lifestyle, hobbies, sports, weather). Identify specific information in simpler material like letters, brochures, and short news articles describing events. Find specific, predictable information in everyday materials such as advertisements, prospectuses, menus, reference lists, and timetables. Understand very simple formal emails and letters (e.g., booking confirmations, enquiries, online purchases). (Writing Hub) <p>UNIT 5</p> <ul style="list-style-type: none"> Understand simple personal letters, emails, or posts about familiar subjects (friends, family) and questions on these topics. Identify specific information in simpler material like letters, brochures, and short news articles describing events. Understand most of what people say about themselves in personal ads or posts, including likes and preferences. Explore recognition of known words or signs to deduce the meaning of unfamiliar words or signs in short expressions used in routine everyday contexts. Find specific information in practical, concrete, and predictable texts such as travel guidebooks and recipes, when language is simple 	<p>UNIT 4</p> <ul style="list-style-type: none"> Follow short, simple social exchanges delivered clearly and slowly. <p>UNIT 5</p> <ul style="list-style-type: none"> Follow short, simple social exchanges delivered clearly and slowly. Understand simple directions on how to get from one place to another, on foot or using public transport. 	<p>UNIT 4</p> <ul style="list-style-type: none"> Ask for or exchange information in short emails, letters, or text messages. Review short, simple texts to correct basic punctuation. Notice and correct frequent spelling errors in familiar words. Use a basic checklist to revise simple sentence structure. Exchange information in short emails, letters, or text messages by responding to questions (e.g., about a product or activity). <p>UNIT 5</p> <ul style="list-style-type: none"> Write short, simple descriptions of everyday aspects of their environment (e.g., people, places, a job or study experience) using linked sentences. 	<p>UNIT 4</p> <ul style="list-style-type: none"> Describe personal and familiar topics in simple terms, including family, living conditions, educational background, and job/study experiences. Ask and answer simple questions about work, free time, pastimes, and routines. Express opinions in a limited way. Agree and disagree with others. Give basic descriptions and opinions, including short, rehearsed presentations on familiar topics. Use telecommunications (e.g., phone or chat) to exchange simple news, make plans, and arrange to meet. Ask for and provide personal information. <p>UNIT 5</p> <ul style="list-style-type: none"> Describe personal and familiar topics in simple terms, including people, places, and possessions using basic descriptive language. Express likes, dislikes, and preferences with simple reasons and comparisons. Give short, rehearsed presentations on familiar topics. Express opinions in a limited way. Describe everyday environments (e.g., their town, school, workplace). Ask for and give simple directions, including when using a map or plan. Instruct how to get from one place to another using sequential connectors (e.g., 'first', 'then', 'next'). 		<p>READING</p> <ul style="list-style-type: none"> Analyze AI-generated summaries to evaluate text comprehension. Generate AI-assisted comprehension questions to assess reading accuracy. Extract main ideas and supporting details from texts with AI support. Interpret AI-generated word definitions and apply them in context. Engage with AI-assisted quizzes to reinforce vocabulary retention. Compare AI-generated summaries with original texts to identify omissions or biases. Recognize tone, register, and possible misinformation in AI-generated reading materials.
UNITS / HOURS	PW1 / 1 HOUR	UNIT 4 WORK AND EDUCATION 14 HOURS	UNIT 5 PLACES 9 HOURS		MEDIATION	TEACHER'S NOTES
					<ul style="list-style-type: none"> Handle disagreement/difficulty using simple phrases. <p>UNIT 5</p> <ul style="list-style-type: none"> Convey the main idea of short, simple texts (e.g., messages, notices, instructions) to a peer. Pass on straightforward information (e.g., bus timetables, classroom instructions) to another person using simple phrases. Report slow, clear audio 	PAGE *
GRAMMAR RANGE	UNIT 4 Present Simple yes/no questions; short answers/have to-don't have to/Question words UNIT 5 There is-are/Can/Imperatives	VOVOCABULARY RANGE	UNIT 4 Work and jobs/Time expressions/Education collocations/ UNIT 5 Rooms and furniture; prepositions of place/places in a town or city/Adjectives to describe the appearance of things SEE LH A2 UNIT 4/UNIT 5 WORDLIST			
FUNCTIONAL LANGUAGE	UNIT 4 Asking for someone and leaving a message UNIT 5 Asking for and giving directions	PRONUNCIATION	UNIT 4 Linking sounds: <i>do-does</i> /Connected speech: <i>have to</i> /Word stress: questions/Stress and intonation UNIT 5 Consonant sounds(<i>b-d-g</i>)/Weak forms: <i>can-can't</i> /Word stress: adjectives/Stress and intonation			
ASSESSMENT						
REMINDERS:	Project Work 1 (Introducing your hometown) - Instruction	Omit :	5.3 Speaking Hub			
SUGGESTIONS	For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: A2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf					

WEEK 4 06.10.2025 07.10.2025 08.10.2025 09.10.2025 10.10.2025	READING OBJECTIVES <i>For Unit 5 objectives, see Week 3</i> UNIT 6 • Find specific information in practical, concrete, and predictable texts such as travel guidebooks and recipes, when language is simple. • Identify specific information in simpler material like letters, brochures, and short news articles describing events. • Understand short narratives and descriptions of someone's life composed in simple language. • Understand main points in short news items on topics of personal interest (e.g., sport, celebrities). • Understand texts describing people, places, everyday life, and culture that use simple language. <i>For Unit 7 objectives, see Week 5</i>	LISTENING OBJECTIVES <i>For Unit 5 objectives, see Week 3</i> UNIT 6 Identify the general topic of discussion in conversations conducted slowly and clearly. Follow short, simple social exchanges delivered clearly and slowly. Understand, in interviews or conversations, what people say about their free time, likes, and dislikes when spoken slowly and clearly. Recognize agreement or disagreement in slow, clear conversations. <i>For Unit 7 objectives, see Week 5</i>	WRITING OBJECTIVES <i>For Unit 5 objectives, see Week 3</i> UNIT 6 Write short, basic descriptions of past activities, events, and personal experiences. Write a simple story (e.g., about a holiday or imagined future life), using basic language and clear sequencing. <i>For Unit 7 objectives, see Week 5</i>	SPEAKING OBJECTIVES <i>For Unit 5 objectives, see Week 3</i> UNIT 6 • State what they like and dislike. • Ask for and provide basic information (e.g., quantities, prices, times). • Express opinions in a limited way. • Talk about past personal experiences and recent activities. <i>For Unit 7 objectives, see Week 5</i>	SDG GOALS	AI GOALS SEE WEEK 1 WEEK 2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS UNIT 5 PLACES 5 HOURS	UNIT 6 THAT'S ENTERTAINME NT 14 HOURS	UNIT 7 TRAVEL AND TRANSPORT 5 HOURS			MEDIATION <i>For Unit 5 objectives, see Week 3</i> UNIT 6 • Help someone understand a simple text (e.g., a menu, poster) by pointing out key information. • Use very simple language to summarize or paraphrase a message/text. <i>For Unit 7 objectives, see Week 5</i>	Teacher's notes
						PAGE *
GRAMMAR RANGE UNIT 5: There is-are/Can/Imperatives UNIT 6: Likes and dislikes/was-were/Past Simple regular and irregular verbs UNIT 7: Could/Past Simple negative/Past Simple questions				VOCABULARY RANGE UNIT 5: Rooms and furniture; prepositions of place/places in a town or city/Adjectives to describe the appearance of things UNIT 6: Entertainment/Past time expressions/Life events UNIT 7: Transport/Travel phrases/Verb phrases SEE LH A2 UNIT 5/UNIT 6/UNIT 7 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 5: Asking for and giving directions UNIT 6: Asking for and giving opinions UNIT 7: Checking in and out of a hotel				PRONUNCIATION UNIT 5: Consonant sounds(b-d-g)/Weak forms: <i>can-can't</i> /Word stress: adjectives/Stress and intonation UNIT 6: Word stress: noun patterns/Weak forms: <i>was-were</i> /Past Simple regular endings UNIT 7: Diphthong sounds/Word stress: cities/Connected speech/Intonation in questions		
ASSESSMENT						
REMINDERS: Omit : 5.3 Speaking Hub / 6.4. Cafe Hub Pronunciation & Speaking parts						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: A2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf						

WEEK 5 13.10.2025 14.10.2025 15.10.2025 16.10.2025 17.10.2025	READING OBJECTIVES UNIT 7 <ul style="list-style-type: none">Understand texts describing people, places, everyday life, and culture that use simple language.Find specific information in practical, concrete, and predictable texts such as travel guidebooks and recipes, when language is simple.Identify specific information in simpler material like letters, brochures, and short news articles describing events.Understand short narratives and descriptions of someone's life composed in simple language. UNIT 8 <ul style="list-style-type: none">Find specific, predictable information in everyday materials such as advertisements, prospectuses, menus, reference lists, and timetables.Understand the main information in short, simple descriptions of goods in brochures and websites (e.g., portable digital devices, cameras).Follow simple recipes, especially with pictures illustrating key steps.Exploit recognition of known words or signs to deduce the meaning of unfamiliar words or signs in short expressions used in routine everyday contexts.	LISTENING OBJECTIVES UNIT 7 <p>Identify the general topic of discussion in conversations conducted slowly and clearly. Follow short, simple social exchanges delivered clearly and slowly.</p> UNIT 8 <p>Identify the general topic of discussion in conversations conducted slowly and clearly. Follow short, simple social exchanges delivered clearly and slowly.</p> <p>Recognize agreement or disagreement in slow, clear conversations. Follow a series of clear, simple instructions related to familiar activities (e.g., sports, cooking), provided they are delivered slowly and clearly.</p>	WRITING OBJECTIVES UNIT 7 <ul style="list-style-type: none">Write a simple story (e.g., about a holiday or imagined future life), using basic language and clear sequencing.Produce short, simple texts on familiar topics of personal interest, linking ideas with basic connectors such as "and", "but", "because", and "then".Write short, basic descriptions of past activities, events, and personal experiences. UNIT 8	SPEAKING OBJECTIVES UNIT 7 <ul style="list-style-type: none">Express opinions in a limited way.Agree and disagree with others.Ask for and provide basic information (e.g., quantities, prices, times).Express likes, dislikes, and preferences with simple reasons and comparisons.Ask and answer questions about events (e.g., where and when it happened, who was there, what it was like).Deal with common everyday situations related to travel, lodging, shopping, and eating.Ask for and provide basic information (e.g., quantities, prices, times). UNIT 8 <ul style="list-style-type: none">Ask and answer questions about events (e.g., where and when it happened, who was there, what it was like).Respond to simple statements and questions in an interview context.Give simple instructions using sequential connectors (e.g., 'first', 'then', 'next').Explaining why they prefer one thing over another.Order food or drink in a restaurant or café.	SDG GOALS UNIT 8 <ul style="list-style-type: none">Talk about healthy and unhealthy food choices in simple terms, share their own eating habits, and suggest simple ways to have a healthier diet.	AI GOALS SEE WEEK 1 WEEK 2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS QUIZ 1 / 1 HOUR	UNIT 7 TRAVEL AND TRANSPORT 9 HOURS	UNIT 8 FOOD AND DRINK 14 HOURS			MEDIATION UNIT 8 <ul style="list-style-type: none">Pass on straightforward information (e.g., bus timetables, classroom instructions) to another person using simple phrases.	Teacher's notes
GRAMMAR RANGE	UNIT 7 Could/Past Simple negative/Past Simple questions UNIT 8 Countable and uncountable nouns; <i>some</i> and <i>any</i> /much, many, a lot of/a-an, the, no article			VOCABULARY RANGE	UNIT 7 Transport/Travel phrases/Verb phrases UNIT 8 Food and drink/Containers/Food preparation SEE LH A2 UNIT 7/UNIT 8 WORDLIST	
FUNCTIONAL LANGUAGE	UNIT 7 Checking in and out of a hotel UNIT 8 Ordering food in a restaurant			PRONUNCIATION	UNIT 7 Diphthong sounds/Word stress: cities/Connected speech/Intonation in questions UNIT 8 Plurals/Short and long vowel sounds/Consonant clusters/Stress and intonation	
ASSESSMENT 15.10.2025 QUIZ 1 - Including Unit 6						
REMINDERS: Omit : UNIT 8 - Writing Hub- Online Restaurant Review						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: A2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf						

WEEK 6	READING OBJECTIVES <u>UNIT 9</u> • Understand simple personal letters, emails, or posts about familiar subjects (friends, family) and questions on these topics. • Identify specific information in simpler material like letters, brochures, and short news articles describing events. • Understand most of what people say about themselves in personal ads or posts, including likes and preferences. • Understand a short factual description or report within their own field, provided it uses simple language without unpredictable details. <u>UNIT 10</u> • Understand texts describing people, places, everyday life, and culture that use simple language. • Understand main points of short texts on everyday topics (e.g., lifestyle, hobbies, sports, weather). • Identify specific information in simpler material like letters, brochures, and short news articles describing events. • Understand a short factual description or report within their own field, provided it uses simple language without unpredictable details. • Understand simple regulations such as safety instructions, when expressed clearly.	LISTENING OBJECTIVES <u>UNIT 9</u> • Catch the main point in short, clear, simple messages and announcements. • Understand straightforward announcements (e.g., a cinema programme or transport delays), provided they are delivered clearly and slowly. • Follow the outline of simple information in predictable situations (e.g., on a guided tour: "This is where the President lives."). • Understand basic instructions involving times, dates, numbers, and routine classroom or task-related procedures. • Follow short, simple social exchanges delivered clearly and slowly. <u>UNIT 10</u> • Extract key information from short broadcasts (e.g., weather forecasts, concert announcements, sports results), if speech is clear and predictable. • Understand the main points of a very simple, well-structured presentation or demonstration, especially if supported with visuals, examples, or repetition. • Identify the general topic of discussion in conversations conducted slowly and clearly. • Recognize agreement or disagreement in slow, clear conversations.	WRITING OBJECTIVES <u>UNIT 9</u> • Produce short, simple texts on familiar topics of personal interest, linking ideas with basic connectors such as "and", "but", "because", and "then." • Review short, simple texts to correct basic punctuation. <u>UNIT 10</u> • Make short, descriptive online postings about everyday matters, social activities, or feelings using simple key details. • Write short, simple descriptions of everyday aspects of their environment (e.g., people, places, a job or study experience) using linked sentences. • Review short, simple texts to correct basic punctuation/capitalization.	SPEAKING OBJECTIVES <u>UNIT 9</u> • Express likes, dislikes, and preferences with simple reasons and comparisons. • Describe people, places, and possessions using basic descriptive language. • Participate in short conversations in routine contexts on familiar topics. • Respond to simple statements and questions in an interview context. • Ask for and provide basic information (e.g., quantities, prices, times). • Make simple purchases and transactions (e.g., in shops, post offices, banks). <u>UNIT 10</u> • Express opinions in a limited way. • Agree and disagree with others. • Describe people, places, and possessions using basic descriptive language. • Comparing objects or experiences using simple descriptive language. • Express likes, dislikes, and preferences with simple reasons and comparisons. • Give short, rehearsed presentations on familiar topics. • Make and respond to requests, invitations, suggestions, and apologies.	SDG GOALS	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS PW-1 / 3 HOURS	UNIT 9 SHOPPING 14 HOURS				MEDIATION <u>UNIT 9</u> • Take simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking. <u>UNIT 10</u> • Take simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.	Teacher's notes
UNIT 10 THE GREAT OUTDOORS 7 HOURS						
GRAMMAR RANGE UNIT 9 Present Continuous/Present Simple vs Present Continuous/ Object Pronouns UNIT 10 Comparatives/Superlatives/Verb + to + infinitive			VOCABULARY RANGE UNIT 9 Clothes/Present time expressions/Shops and services UNIT 10 Landscape features/Seasons and weather/Phrasal verbs SEE LH A2 UNIT 9/UNIT 10 WORDLIST			
FUNCTIONAL LANGUAGE UNIT 9 Shopping for clothes UNIT 10 Making and responding to invitations			PRONUNCIATION UNIT 9 Vowel and consonant sounds/Connected speech UNIT 10 Weak forms: schwa in <i>than</i> /Diphthongs/Weak forms/Stress and intonation			
ASSESSMENT Project Work 1 (Introducing your hometown) – In-class presentation						
REMINDERS: Omit : UNIT 9 - Writing Hub - Social Media Post - Study : Writing pack (Chapter 1 & 2) - sentence writing/simple paragraphs (2-3 hours)						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: A2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf						

WEEK 7 27.10.2025 28.10.2025 29.10.2025 30.10.2025 31.10.2025	READING OBJECTIVES <i>For Unit 10 objectives, see Week 6</i> UNIT 11 <ul style="list-style-type: none">Understand main points of short texts on everyday topics (e.g., lifestyle, hobbies, sports, weather).Identify specific information in simpler material like letters, brochures, and short news articles describing events.Understand short narratives and descriptions of someone's life composed in simple language.Understand main points in short news items on topics of personal interest (e.g., sport, celebrities).	LISTENING OBJECTIVES <i>For Unit 10 objectives, see Week 6</i> UNIT 11 <ul style="list-style-type: none">Identify the general topic of discussion in conversations conducted slowly and clearly.Extract key information from short broadcasts (e.g., weather forecasts, concert announcements, sports results), if speech is clear and predictable.Follow short, simple social exchanges delivered clearly and slowly.Understand basic instructions involving times, dates, numbers, and routine classroom or task-related procedures.	WRITING OBJECTIVES <i>For Unit 10 objectives, see Week 6</i> UNIT 11 <ul style="list-style-type: none">Engage in basic online social communication (e.g., sending a simple message on a virtual card, sharing news, or confirming plans to meet).Compose simple emails or posts to make a recommendation.	SPEAKING OBJECTIVES <i>For Unit 10 objectives, see Week 6</i> UNIT 11 <ul style="list-style-type: none">Ask for and give advice.Ask and answer questions about events and experiences (e.g., where and when it happened, who was there, what it was like).Express likes, dislikes, and preferences with simple reasons and comparisons.Ask and answer questions about plans, intentions, and personal experiences.Ask for and provide basic information (e.g., quantities, prices, times).	SDG GOALS	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS	OFFICIAL HOLIDAY 10 HOURS	UNIT 10 THE GREAT OUTDOORS 6 HOURS	UNIT 11 THE BODY 8 HOURS	MEDIATION <i>For Unit 10 objectives, see Week 6</i> UNIT 11 <ul style="list-style-type: none">Handle disagreement/difficulty using simple phrases.	Teacher's notes	PAGE
GRAMMAR RANGE	UNIT 10 Comparatives/Superlatives/Verb + to + infinitive UNIT 11 Should and shouldn't/Present Perfect/Present Perfect vs Past Simple	UNIT 10 Making and responding to invitations UNIT 11 Asking for information	UNIT 10 Landscape features/Seasons and weather/Phrasal verbs UNIT 11 The body/Irregular past participles/Sports	PRONUNCIATION	UNIT 10 Weak forms: schwa in <i>than</i> /Diphthongs/Weak forms/Stress and intonation UNIT 11 Sentence stress/Past participles/Contractions/Stress and intonation	
FUNCTIONAL LANGUAGE						
ASSESSMENT						
REMINDERS: 29.10.2025 OFFICIAL HOLIDAY	Omit : UNIT 11.3 Speaking Hub					
SUGGESTIONS	For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: A2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf					

WEEK 8 03.11.2025 04.11.2025 05.11.2025 06.11.2025 07.11.2025	READING OBJECTIVES <i>For Unit 11 objectives, see Week 7</i> <u>UNIT 12</u> • Understand main points of short texts on everyday topics (e.g., lifestyle, hobbies, sports, weather). • Identify specific information in simpler material like letters, brochures, and short news articles describing events.	LISTENING OBJECTIVES <i>For Unit 11 objectives, see Week 7</i> <u>UNIT 12</u> • Catch the main point in short, clear, simple messages and announcements. • Extract key information from short broadcasts (e.g., weather forecasts, concert announcements, sports results), if speech is clear and predictable. • Understand, in interviews or conversations, what people say about their free time, likes, and dislikes when spoken slowly and clearly. • Recognize agreement or disagreement in slow, clear conversations.	WRITING OBJECTIVES <i>For Unit 11 objectives, see Week 7</i>	SPEAKING OBJECTIVES <i>For Unit 11 objectives, see Week 7</i> <u>UNIT 12</u> • Agree and disagree with others. • Discuss plans, make arrangements to meet, and talk about what to do in the evening or on weekends. • Ask and answer questions about plans, intentions, and personal experiences. • Respond to simple statements and questions in an interview context. • Participate in short conversations in routine contexts on familiar topics.	SDG GOALS	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS WQ 1 / 1 HOUR UNIT 11 THE BODY 6 HOURS UNIT 12 MODERN LIVES 14 HOURS REVISION 3 HOURS	MEDIATION <i>For Unit 11 objectives, see Week 7</i> <u>UNIT 12</u> • Handle disagreement/difficulty using simple phrases.					
PAGE *						
GRAMMAR RANGE UNIT 11 Should and shouldn't/Present Perfect/Present Perfect vs Past Simple UNIT 12 Going to/Will for predictions/Might						
VOCABULARY RANGE UNIT 11 The body/Irregular past participles/Sports UNIT 12 Future time expressions/Collocations with <i>get</i> /Internet communication SEE LH A2 UNIT 11/UNIT 12 WORDLIST						
FUNCTIONAL LANGUAGE UNIT 11 Asking for information UNIT 12 Showing interest in something						
PRONUNCIATION UNIT 11 Sentence stress/Past participles/Contractions/Stress and intonation UNIT 12 <i>Going to</i> : weak and strong <i>to</i> /Contractions: 'll/Diphthongs/Stress and intonation						
ASSESSMENT 05.11.2025 WRITING QUIZ 1 - Including LH A2 Unit 10						
REMINDERS: Omit : 12.3 Speaking Hub - Unit 12 Writing Hub (Hotel Reservation)						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: A2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf						

FALL BREAK (10.11.2025- 14.11.2025)

WEEK 9	READING OBJECTIVES	LISTENING OBJECTIVES	WRITING OBJECTIVES	SPEAKING OBJECTIVES	SDG GOALS	AI GOALS
17.11.2025	<u>UNIT 1</u> <ul style="list-style-type: none">Understand straightforward personal letters, emails, or postings giving relatively detailed accounts of events and experiences.Find and understand relevant information in everyday materials such as letters, brochures, and short official documents.Make basic inferences or predictions about text content from headings, titles, or headlines.	<u>UNIT 1</u> <ul style="list-style-type: none">Follow most everyday conversations and discussions, provided the speech is clearly articulated in standard language or a familiar variety.Understand most recorded or broadcast material on topics of personal interest, delivered in clear standard language.Understand the main points of straightforward monologues (e.g., guided tours), delivered clearly and relatively slowly. <u>UNIT 2</u> <ul style="list-style-type: none">Recognize significant points in straightforward news articles on familiar subjects.Find and understand relevant information in everyday materials such as letters, brochures, and short official documents.Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles using common everyday language.	<u>UNIT 1</u> <ul style="list-style-type: none">Produce a short, structured text on a topic of personal interest, listing advantages and disadvantages and expressing and justifying opinions.Re-read their own texts to check for common grammar mistakes (e.g., verb tense consistency, subject-verb agreement).Use a model or checklist to revise content organization.Edit for coherence by adding simple linking words (e.g., <i>then</i>, <i>because</i>, <i>however</i>). <u>UNIT 2</u> <ul style="list-style-type: none">Produce a short, structured text on a topic of personal interest, listing advantages and disadvantages and expressing and justifying opinions.Re-read their own texts to check for common grammar mistakes (e.g., verb tense consistency, subject-verb agreement).Use a model or checklist to revise content organization.Edit for coherence by adding simple linking words (e.g., <i>then</i>, <i>because</i>, <i>however</i>).	<u>UNIT 1</u> <ul style="list-style-type: none">Enter unprepared into conversations on familiar topics.Express how they are feeling using very basic expressions.Ask for and provide personal information.Maintain a conversation or discussion, though sometimes may struggle to express exactly what they want. <u>UNIT 2</u> <ul style="list-style-type: none">Give a short, prepared presentation on a familiar topic using simple language.Give and seek personal views and opinions on topics of interest.Enter unprepared into conversations on familiar topics.Offer advice on simple matters within their field of experience.	<u>UNIT 2</u> <ul style="list-style-type: none">Describe your ideal city with sustainable transport and parks.	SEE WEEK 1 WEEK 2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS PW-2 / 1 HOUR	B1 UNIT 1 RELATIONSHIP S 13 HOURS				MEDIATION <u>UNIT 1</u> <ul style="list-style-type: none">Collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches	Teacher's notes
UNIT 2 LIVING 10 HOURS						
GRAMMAR RANGE UNIT 1 Questions / Frequency words and phrases / Indefinite Pronouns UNIT 2 Adverbs of degree / Present Simple&Present Continuous / Past Simple	VOCABULARY RANGE UNIT 1 People / Relationship / Personality adjectives / adjectives+prepositions UNIT 2 Describing places / Verb+preposition / Life events SEE LH B1 UNIT 1/UNIT 2 WORDLIST					
FUNCTIONAL LANGUAGE UNIT 1 Greeting people / Giving personal information / Making introductions UNIT 2 Asking for and giving advice	PRONUNCIATION UNIT 1 The alphabet / Using a dictionary / Word stress UNIT 2 Stress in two-syllable adjectives / Consonant pairs at the beginning of words / Past Simple irregular verbs					
ASSESSMENT	REMINDERS: Project Work 2 Classroom Instruction: The documents will be provided in advance by the Speaking Unit. Please check OneDrive for the documents. Omit : Unit 1 Writing Hub (Write information about yourself) Study: Writing Pack (Chapter 3 & 4) - Parts of a paragraph / Paragraph writing Omit: 2.4 Cafe Hub Pronunciation / Unit 2 Writing Hub (Write an email of complaint) Study: Writing Pack (Chapter 3 & 4) - Parts of a paragraph / Paragraph writing					
SUGGESTIONS	For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B1 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf					

WEEK 10 24.11.2025 25.11.2025 26.11.2025 27.11.2025 28.11.2025	READING OBJECTIVES <i>For Unit 2 objectives, see Week 9</i> UNIT 3 <ul style="list-style-type: none">Find and understand relevant information in everyday materials such as letters, brochures, and short official documents.Understand travel diaries describing events, experiences, and discoveries during a journey.Understand standard formal correspondence and online postings within their professional area of interest. <i>For Unit 4 objectives, see Week 11</i>	LISTENING OBJECTIVES <i>For Unit 2 objectives, see Week 9</i> UNIT 3 <ul style="list-style-type: none">Understand main points and important details in stories and narratives (e.g., holiday descriptions), provided the delivery is slow and clear.Understand the main points of straightforward monologues (e.g., guided tours), delivered clearly and relatively slowly.Understand most recorded or broadcast material on topics of personal standard language.Follow detailed directions.Understand public announcements at airports, stations, planes, buses, and trains when clearly articulated and minimally affected by background noise. <i>For Unit 4 objectives, see Week 11</i>	WRITING OBJECTIVES <i>For Unit 2 objectives, see Week 9</i> UNIT 3 <ul style="list-style-type: none">Describe a recent trip or event—real or imagined—using connected sentences.Understand descriptions of events, feelings, and wishes in personal letters well enough to maintain regular correspondence (e.g., with a pen friend).Write detailed accounts of personal experiences, expressing feelings and reactions in straightforward language.Use a model or checklist to revise content organization. <i>For Unit 4 objectives, see Week 11</i>	SPEAKING OBJECTIVES <i>For Unit 2 objectives, see Week 9</i> UNIT 3 <ul style="list-style-type: none">Express opinions on familiar topics from everyday life using simple phrases and expressions.Narrate a simple story or describe an event, real or imagined, using basic language.Describe how to do something in simple terms, giving basic step-by-step instructions.Get travel information, use public transport, and buy tickets.Deal with most transactions likely to arise when travelling, arranging accommodation, or dealing with authorities during a foreign visit. <i>For Unit 4 objectives, see Week 11</i>	SDG GOALS <i>For Unit 2 objectives, see Week 9</i>	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS ACH 1 / 4 HOURS	UNITS / HOURS UNIT 2 LIVING 3 HOURS UNIT 3 TRAVEL 14 HOURS UNIT 4 SOCIALISING 3 HOURS	MEDIATION UNIT 3 <ul style="list-style-type: none">Summarize the main points from a short written or spoken text (e.g., a brochure, a short video, a conversation).Help others understand instructions or announcements by rewording or simplifying. <i>For Unit 4 objectives, see Week 11</i>	Teacher's notes			PAGE *
GRAMMAR RANGE UNIT 2 Adverbs of degree / Present Simple&Present Continuous / Past UNIT 3 Determiners / Past Continuous&Past Simple / Gerunds&Infinitives UNIT 4 Future forms: going to, Present Continuous &will / Subject & Object Q.	VOCABULARY RANGE UNIT 2 Describing places / Verb+preposition / Life events UNIT 3 Types of transport / Prefixes / Accommodations & Facilities UNIT 4 Free time / Suffixes / Relaxing SEE LH B1 UNIT 2/UNIT 3/UNIT 4 WORDLIST					
FUNCTIONAL LANGUAGE UNIT 2 Asking for and giving advice UNIT 3 Ask for travel information and check understanding UNIT 4 Making arrangements to meet someone	PRONUNCIATION UNIT 2 Stress in two-syllable adjectives / Consonant pairs at the beginning of words / Past Simple irregular verbs UNIT 3 Consonants /was-were / UNIT 4 Going to / Will / Won't / Linking a consonant to a vowel					
ASSESSMENT 28.11.2025 ACHIEVEMENT 1 - Including LH B1 Unit 1						
REMINDERS: Omit: 2.4 Cafe Hub Pronunciation part Omit: Unit 2 Writing Hub (Write an email of complaint) Study: Writing Pack (Chapter 3 & 4) - Parts of a paragraph / Paragraph writing Omit : 3.3 Speaking Hub / 3.4 Cafe Hub Pronunciation part						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B1 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf						

WEEK 11 01.12.2025 02.12.2025 03.12.2025 04.12.2025 05.12.2025	READING OBJECTIVES <u>UNIT 4</u> <ul style="list-style-type: none">Recognize significant points in straightforward news articles on familiar subjects.Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles using common everyday language.Understand basic types of standard routine letters and faxes (e.g., enquiries, orders, letters of confirmation) on familiar topics. <u>UNIT 5</u> <ul style="list-style-type: none">Understand standard formal correspondence and online postings within their professional area of interest.Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles using common everyday language.Follow the plot of stories, simple novels, and comics with a clear linear storyline and high-frequency everyday language, with occasional dictionary use.Understand important information in simple, clearly drafted adverts in newspapers or magazines, provided abbreviations are minimal.	LISTENING OBJECTIVES <u>UNIT 4</u> <ul style="list-style-type: none">Follow most everyday conversations and discussions, provided the speech is clearly articulated in standard language or a familiar variety.Understand the main points of straightforward monologues (e.g., guided tours), delivered clearly and relatively slowly. <u>UNIT 5</u> <ul style="list-style-type: none">Distinguish between main ideas and supporting details in standard lectures on familiar subjects, if clearly articulated.Generally follow the main points of extended discussions around them, if delivered clearly.Follow short talks on familiar topics in outline form when delivered clearly in standard language or a familiar variety.	WRITING OBJECTIVES <u>UNIT 4</u> <ul style="list-style-type: none">Write basic emails or letters of a factual nature (e.g. to request information or ask for/give confirmation).Express different opinions and provide detailed accounts of personal experiences and feelings in letters or online writing.Post short online accounts of social events, experiences, or activities, including references to embedded media (e.g., links, photos), and share personal reactions or feelings. <u>UNIT 5</u> <ul style="list-style-type: none">Write a basic letter of application with limited but appropriate supporting details.Compose personal letters or emails describing experiences, feelings, and events in some detail.Reply to advertisements in writing and ask for further information about items or services of interest.	SPEAKING OBJECTIVES <u>UNIT 4</u> <ul style="list-style-type: none">Make opinions and reactions understood regarding solutions to problems or practical questions (e.g., where to go, what to do, how to organize an event), giving brief reasons and explanations.Describe plans, dreams, hopes, and ambitions in a few simple sentences.Take part in routine formal discussions on familiar subjects, exchanging factual information, receiving instructions, or discussing practical solutions.Use a prepared questionnaire to carry out a structured interview, including some spontaneous follow-up questions. <u>UNIT 5</u> <ul style="list-style-type: none">Enter unprepared into conversations on familiar topics.Express beliefs, opinions, agreement, and disagreement politely.Give and seek personal views and opinions on topics of interest.Give a short, prepared presentation on a familiar topic using simple language.	SDG GOALS	AI GOALS SEE WEEK 1 WEEK 2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS UNIT 4 SOCIALISING 11 HOURS UNIT 5 WORK 13 HOURS	MEDIATION <u>UNIT 4</u> <ul style="list-style-type: none">Summarize the main points from a short written or spoken text (e.g., a brochure, a short video, a conversation). <u>UNIT 5</u> <ul style="list-style-type: none">Summarize the main points from a short written or spoken text (e.g., a brochure, a short video, a conversation).Explain the steps of a simple process or task to another person (e.g., how to register for a class).					
GRAMMAR RANGE UNIT 4 Future forms: going to, Present Continuous & will / Subject & Object Q. UNIT 5 Modals of ability, obligation, necessity and permission Present Perfect with for and since	VOCABULARY RANGE UNIT 4 Free time / Suffixes / Relaxing UNIT 5 Work collocations / Adjectives for appearance /Work+preposition SEE LH B1 UNIT 4/UNIT 5 WORDLIST					
FUNCTIONAL LANGUAGE UNIT 4 Making arrangements to meet someone UNIT 5 Giving information about your experience in a job interview	PRONUNCIATION UNIT 4 Going to / Will / Won't / Linking a consonant to a vowel UNIT 5 Consonants (W/V) /can, can't, must, mustn't / have, has, for, since					
ASSESSMENT						
REMINDERS:						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B1 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf						

WEEK 12 08.12.2025 09.12.2025 10.12.2025 11.12.2025 12.12.2025	READING OBJECTIVES <u>UNIT 6</u> • Find and understand relevant information in everyday materials such as letters, brochures, and short official documents. • Recognize significant points in straightforward news articles on familiar subjects. • Understand important information in simple, clearly drafted adverts in newspapers or magazines, provided abbreviations are minimal. <u>UNIT 7</u> • Recognize significant points in straightforward news articles on familiar subjects. • Identify agreement, disagreement, or uncertainty expressed in texts. • Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles using common everyday language.	LISTENING OBJECTIVES <u>UNIT 6</u> • Follow short talks on familiar topics in outline form when delivered clearly in standard language or a familiar variety. • Generally follow the main points of extended discussions around them, if delivered clearly. • Understand main points of news bulletins and simpler recorded material on familiar subjects, delivered relatively slowly and clearly. <u>UNIT 7</u> • Understand main points and important details in stories and narratives (e.g., holiday descriptions), provided the delivery is slow and clear. • Understand the main points of straightforward monologues (e.g., guided tours), delivered clearly and relatively slowly. • Understand simple technical information such as operating instructions for everyday equipment.	WRITING OBJECTIVES <u>UNIT 6</u> • Write detailed accounts of personal experiences, expressing feelings and reactions in straightforward language. • Give straightforward descriptions on a range of familiar subjects within their field of interest. • Express different opinions and provide detailed accounts of personal experiences and feelings in letters or online writing. <u>UNIT 7</u> • Write very brief reports in a standard, conventional format, conveying routine factual information and basic reasons for actions. • Present a topic using a short report or poster format, supported by visuals such as photographs and short text blocks.	SPEAKING OBJECTIVES <u>UNIT 6</u> • Give a short, prepared presentation on a familiar topic using simple language. • Give simple reasons to support a viewpoint on a familiar issue (e.g., school, hobbies, travel). • Indicate a health problem simply, possibly with gestures or body language. • Offer advice on simple matters within their field of experience. <u>UNIT 7</u> • Enter unprepared into conversations on familiar topic. • Relate the main points of a book or film they have seen or read and describe their reaction in simple terms. • Give a short, prepared presentation on a familiar topic using simple language. • Maintain a conversation or discussion, though sometimes may struggle to express exactly what they want.	SDG GOALS <u>UNIT 6</u> • Understand a short talk on ways to stay mentally and physically healthy.	AI GOALS SEE WEEK 1 WEEK 2 WEEK 3 FOR ALL AI OBJECTIVES			
UNITS / HOURS UNIT 6 HEALTH 14 HOURS	UNIT 7 MIND 10 HOURS				MEDIATION <u>UNIT 6</u> • Use visual aids (e.g., charts or diagrams) to help others understand information. <u>UNIT 7</u> • Clarify the meaning of unfamiliar words or phrases using simpler terms or examples. • Collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. • Can interpret and describe overall trends shown in simple diagrams (e.g. graphs, bar charts).	Teacher's notes			
GRAMMAR RANGE UNIT 6 Quantifiers too, enough / -ing forms / Present Perfect (just/already/yet) UNIT 7 Articles / Used to				VOCABULARY RANGE UNIT 6 Minor illnesses / Exercise / Food groups UNIT 7 Feelings / Shortened words / Phrasal Verbs SEE LH B1 UNIT 6/UNIT 7 WORDLIST					
FUNCTIONAL LANGUAGE UNIT 6 Talking about your symptoms UNIT 7 Describe an object and say what you use it for				PRONUNCIATION UNIT 6 Vowels UNIT 7 used to / practicing 'the'					
ASSESSMENT									
REMINDERS: Omit: 7.1 Pronunciation / 7.2 Speaking									
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B1 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf									

WEEK 13 15.12.2025 16.12.2025 17.12.2025 18.12.2025 19.12.2025	READING OBJECTIVES <i>For Unit 7 objectives, see Week 12</i>	LISTENING OBJECTIVES <i>For Unit 7 objectives, see Week 12</i>	WRITING OBJECTIVES <i>For Unit 7 objectives, see Week 12</i>	SPEAKING OBJECTIVES <i>For Unit 7 objectives, see Week 12</i>	SDG GOALS	AI GOALS SEE WEEK 1 WEEK 2 WEEK 3 FOR ALL AI OBJECTIVES				
UNITS / HOURS QUIZ 2 / 1 HOUR UNIT 7 MIND 4 HOURS UNIT 8 ART 14 HOURS UNIT 9 MONEY 5 HOURS	UNIT 8 ● Find and understand relevant information in everyday materials such as letters, brochures, and short official documents. ● Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles using common everyday language. <i>For Unit 9 objectives, see Week 14</i>	UNIT 8 ● Generally follow the main points of extended discussions around them, if delivered clearly. ● Understand main points of news bulletins and simpler recorded material on familiar subjects, delivered relatively slowly and clearly. <i>For Unit 9 objectives, see Week 14</i>	 <i>For Unit 9 objectives, see Week 14</i>	 <i>For Unit 9 objectives, see Week 14</i>	 <i>For Unit 9 objectives, see Week 14</i>	MEDIATION <i>For Unit 7 objectives, see Week 12</i> UNIT 8 ● Clarify the meaning of unfamiliar words or phrases using simpler terms or examples. <i>For Unit 9 objectives, see Week 14</i>				
						Teacher's notes				
						PAGE *				
GRAMMAR RANGE UNIT 7 Articles / Used to UNIT 8 Reflexive Pronouns / Infinitive of purpose / First Conditional UNIT 9 Second Conditional / Defining Relative Clauses / Gerunds	VOCABULARY RANGE UNIT 7 Feelings / Shortened words / Phrasal Verbs UNIT 8 Music / Types of art / Film and book genres / Adjectives UNIT 9 Prepositions in money phrases / Verbs connected with money Make and Do expressions SEE LH B1 UNIT 7/8/9 WORDLIST		FUNCTIONAL LANGUAGE UNIT 7 Describe an object and say what you use it for UNIT 8 Show interest in a topic UNIT 9 Shopping for clothes / Asking for a refund / Adding emphasis							
ASSESSMENT 17.12.2025 QUIZ 2 - Including B1 Unit 6	PRONUNCIATION UNIT 7 used to / practicing 'the' UNIT 8 Consonant clusters/ Vowels ɪ-i / Word stress in longer words UNIT 9 Vowels //s/ or /z/ sounds / Identifying sounds									
REMINDERS: Omit: 7.1 Pronunciation / 7.2 Speaking / Unit 8 Writing Hub (Film review)										
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B1 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf										

WEEK 14	READING OBJECTIVES	LISTENING OBJECTIVES	WRITING OBJECTIVES	SPEAKING OBJECTIVES	SDG GOALS	AI GOALS
22.12.2025	UNIT 9 <ul style="list-style-type: none">• Deduce probable meanings of unknown words or signs by identifying constituent parts such as roots, lexical elements, prefixes, and suffixes.• Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles using common everyday language.• Understand standard formal correspondence and online postings within their professional area of interest.• Recognize significant points in straightforward news articles on familiar subjects. UNIT 10 <ul style="list-style-type: none">• Identify agreement, disagreement, or uncertainty expressed in texts.• Recognize significant points in straightforward news articles on familiar subjects.• Find and understand relevant information in everyday materials such as letters, brochures, and short official documents.• Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles using common everyday language.• Understand straightforward personal letters, emails, or postings giving relatively detailed accounts of events and experiences	UNIT 9 <ul style="list-style-type: none">• Understand the main points of straightforward monologues (e.g., guided tours), delivered clearly and relatively slowly.• Understand main points and important details in stories and narratives (e.g., holiday descriptions), provided the delivery is slow and clear.• Follow detailed directions.• Make complaints and cope with less routine situations in shops, post offices, or banks (e.g., returning an unsatisfactory purchase). UNIT 10 <ul style="list-style-type: none">• Follow short talks on familiar topics in outline form when delivered clearly in standard language or a familiar variety.• Understand most recorded or broadcast material on topics of personal interest, delivered in clear standard language.	UNIT 9 <ul style="list-style-type: none">• Give straightforward descriptions on a range of familiar subjects within their field of interest.• Produce a short, structured text on a topic of personal interest, listing advantages and disadvantages and expressing and justifying opinions. UNIT 10 <ul style="list-style-type: none">• Produce a short, structured text on a topic of personal interest, listing advantages and disadvantages and expressing and justifying opinions.• Write detailed accounts of personal experiences, expressing feelings and reactions in straightforward language.• Re-read their own texts to check for common grammar mistakes (e.g., verb tense consistency, subject-verb agreement).	UNIT 9 <ul style="list-style-type: none">• Express opinions on familiar topics from everyday life using simple phrases and expressions.• Express beliefs, opinions, agreement, and disagreement politely.• Give simple reasons to support a viewpoint on a familiar issue (e.g., school, hobbies, travel).• Briefly give simple reasons and explanations for opinions, plans, and actions.• Take part in routine formal discussions on familiar subjects, exchanging factual information, receiving instructions, or discussing practical solutions.• Ask for explanations or clarifications in shops (e.g., differences between products), posing follow-up questions as needed. UNIT 10 <ul style="list-style-type: none">• Present simple comparisons (e.g., between countries, routines, or products) in a basic way when prepared in advance and using visual support.• Give and seek personal views and opinions on topics of interest.• Take part in routine formal discussions on familiar subjects, exchanging factual information, receiving instructions, or discussing practical solutions.• Use telecommunications for routine messages and to obtain basic services (e.g., booking a hotel room or making a medical appointment).• Use a prepared questionnaire to carry out a structured interview, including some spontaneous follow-up questions.		SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS PW-2 / 3 HOURS	UNIT 9 MONEY 11 HOURS				MEDIATION UNIT 9 <ul style="list-style-type: none">• Clarify the meaning of unfamiliar words or phrases using simpler terms or examples.	Teacher's notes
	UNIT 10 SCIENCE AND TECHNOLOGY 10 HOURS					
GRAMMAR RANGE UNIT 9 Second Conditional / Defining Relative Clauses / Gerunds UNIT 10 Comparatives and Superlatives / need to	VOCABULARY RANGE UNIT 9 Prepositions in money phrases / Verbs connected with money Make and Do expressions UNIT 10 Electronic devices / Using devices&Internet / Collocations SEE LH B1 UNIT 9/10 WORDLIST					
FUNCTIONAL LANGUAGE UNIT 9 Shopping for clothes/Asking for a refund/Adding emphasis UNIT 10 Make and receive formal and informal calls	PRONUNCIATION UNIT 9 Vowels //s/ or /z/ sounds / Identifying sounds UNIT 10 -ist in superlative adjectives / “is” in comparatives/Vowels					
ASSESSMENT Project Work 2 (Roleplay) – In-class performance						
REMINDERS: Omit : 10.4 Cafe Hub Pronunciation part						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B1 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf						

WEEK 15 29.12.2025 30.12.2025 31.12.2025 01.01.2026 02.01.2026	READING OBJECTIVES <i>For Unit 10 objectives, see Week 14</i> UNIT 11 <ul style="list-style-type: none">Understand straightforward personal letters, emails, or postings giving relatively detailed accounts of events and experiences.Follow a line of argument or sequence of events by focusing on common logical connectors (e.g., however, because) and temporal connectors (e.g., after that, beforehand).Understand travel diaries describing events, experiences, and discoveries during a journey.	LISTENING OBJECTIVES <i>For Unit 10 objectives, see Week 14</i> UNIT 11 <ul style="list-style-type: none">Generally follow the main points of extended discussions around them, if delivered clearly.Understand main points and important details in stories and narratives (e.g., holiday descriptions), provided the delivery is slow and clear.	WRITING OBJECTIVES <i>For Unit 10 objectives, see Week 14</i> UNIT 11 <ul style="list-style-type: none">Write basic emails or letters of a factual nature (e.g. to request information or ask for/give confirmation).Write detailed accounts of personal experiences, expressing feelings and reactions in straightforward language.Compose personal letters or emails describing experiences, feelings, and events in some detail.	SPEAKING OBJECTIVES <i>For Unit 10 objectives, see Week 14</i> UNIT 11 <ul style="list-style-type: none">Give a short, prepared presentation on a familiar topic using simple language.Express opinions on familiar topics from everyday life using simple phrases and expressions.Take part in routine formal discussions on familiar subjects, exchanging factual information, receiving instructions, or discussing practical solutions.Narrate a simple story or describe an event, real or imagined, using basic language.Give basic accounts of past experiences, including feelings and reactions.	SDG GOALS UNIT 11 <ul style="list-style-type: none">Give a short presentation on how your community can reduce its carbon footprint.	AI GOALS SEE WEEK 1 WEEK 2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS SPE 1 / 5 HOURS PW-3 / 1 HOUR OFFICIAL HOLIDAY 5 HOURS	UNIT 10 SCIENCE AND TECHNOLOGY 4 HOURS	UNIT 11 NATURAL WORLD 9 HOURS			MEDIATION	Teacher's notes
						PAGE

GRAMMAR RANGE UNIT 10 Comparatives and Superlatives / need to UNIT 11 Present&Past Simple Passive / Adjective + to infinitive / even

VOCABULARY RANGE UNIT 10 Electronic devices / Using devices&Internet / Collocations
UNIT 11 Natural features / Animals / Indefinite pronouns
SEE LH B1 UNIT 10/11 WORDLIST

FUNCTIONAL LANGUAGE UNIT 10 Make and receive formal and informal calls
UNIT 11 Tell a story

PRONUNCIATION UNIT 10 -ist in superlative adjectives / “is” in comparatives /Vowels **UNIT 11** Vowels / to //r/ pronounced or silent / Showing interest

ASSESSMENT 30.12.2025 SPEAKING EXAM 1

REMINDERS: 01.01.2026 OFFICIAL HOLIDAY

Project Work 3 Classroom Instruction: The documents will be provided in advance by the Speaking Unit. Please check OneDrive for the documents.

Omit : 10.4 Cafe Hub Pronunciation part / 11.1 Grammar Part C

SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: [B1 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf](#)

WEEK 16 05.01.2026 06.01.2026 07.01.2026 08.01.2026 09.01.2026	READING OBJECTIVES <i>For Unit 11 objectives, see Week 15</i> UNIT 12 • Recognize significant points in straightforward news articles on familiar subjects. • Find and understand relevant information in everyday materials such as letters, brochures, and short official documents. • Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles using common everyday language.	LISTENING OBJECTIVES <i>For Unit 11 objectives, see Week 15</i> UNIT 12 • Understand most recorded or broadcast material on topics of personal interest, delivered in clear standard language. • Generally follow the main points of extended discussions around them, if delivered clearly.	WRITING OBJECTIVES <i>For Unit 11 objectives, see Week 15</i> UNIT 12 • Narrate a story or describe a sequence of events clearly using appropriate chronological markers. • Follow the plot of stories, simple novels, and comics with a clear linear storyline and high-frequency everyday language, with occasional dictionary use. • Edit for coherence by adding simple linking words (e.g., <i>then</i> , <i>because</i> , <i>however</i>).	SPEAKING OBJECTIVES <i>For Unit 11 objectives, see Week 15</i> UNIT 12 • Find out and pass on straightforward factual information. • Briefly give simple reasons and explanations for opinions, plans, and actions. • Express opinions on familiar topics from everyday life using simple phrases and expressions. • Maintain a conversation or discussion, though sometimes may struggle to express exactly what they want. • Give a short, prepared presentation on a familiar topic using simple language. • Express beliefs, opinions, agreement, and disagreement politely.	SDG GOALS <i>For Unit 11 objectives, see Week 15</i>	AI GOALS SEE WEEK 1 WEEK 2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS ACH 2 / 4 HOURS UNIT 11 NATURAL WORLD 5 HOURS UNIT 12 MEDIA 15 HOURS					MEDIATION UNIT 12 • Paraphrase key ideas from a classroom discussion for a peer who missed it. • Ask parties in a disagreement to explain their point of view, and can respond briefly to their explanations, provided the topic is familiar to them and the parties express themselves clearly. • Take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the lecture is both formulated in simple language and articulated clearly.	Teacher's notes
GRAMMAR RANGE UNIT 11 Present&Past Simple Passive / Adjective + to infinitive / even UNIT 12 Reported Speech / Past Perfect / Shall				VOCABULARY RANGE UNIT 11 Natural features / Animals / Indefinite pronouns UNIT 12 News expressions / Television / Advertising SEE LH B1 UNIT 11/12 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 11 Tell a story UNIT 12 Give and respond to opinions / Agreeing / Disagreeing				PRONUNCIATION UNIT 11 Vowels / to / /r/ pronounced or silent / Showing interest UNIT 12 Vowels / Word stress in Past Perfect sentences / Agreeing&Disagreeing		
ASSESSMENT 09.01.2026 ACHIEVEMENT 2 - Including B1 Unit 10						
REMINDERS: Study 12.2 before 12.1 so that Ss will experience less difficulty in Reported Speech Omit: 11.1 Grammar Part C / Unit 12 Writing Hub - (Story) Study: Writing Pack (Chapter 5) - Story Writing						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B1 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf						

WINTER BREAK (12.01.2026 / 06.02.2026)

WEEK 17 09.02.2026 10.02.2026 11.02.2026 12.02.2026 13.02.2026	READING OBJECTIVES <ul style="list-style-type: none">Understand short texts where people express points of view, such as critical contributions to online forums or readers' letters.Understand straightforward, factual texts related to their interests or studies. <i>For Unit 2 objectives, see Week 18.</i>	LISTENING OBJECTIVES <ul style="list-style-type: none">Follow most everyday conversations and discussions, provided speech is clearly articulated in standard language or a familiar variety.Recognize the speaker's point of view and distinguish it from factual information being reported. <i>For Unit 2 objectives, see Week 18.</i>	WRITING OBJECTIVES <ul style="list-style-type: none">Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic).Reflect on their writing and revise to improve coherence and flow between ideas. <i>For Unit 2 objectives, see Week 18.</i>	SPEAKING OBJECTIVES <ul style="list-style-type: none">Clearly express feelings about something experienced and give reasons to explain those feelings.Relate a straightforward narrative or description fluently as a clear sequence of points.Carry out a prepared interview, including checking and confirming information, occasionally needing repetition if responses are fast or extended.Deliver a prepared presentation on a familiar topic within their field. <i>For Unit 2 objectives, see Week 18.</i>	SDG GOALS	AI GOALS SEE WEEK 1 WEEK 2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS B1+ UNIT 1 COMMUNICATI ON 17 HOURS UNIT 2 EXPERIENCES 7 HOURS					MEDIATION <ul style="list-style-type: none">Collaborate in group work by clarifying, suggesting alternatives, and helping others express their ideas. <i>For Unit 2 objectives, see Week 18.</i>	Teacher's notes
GRAMMAR RANGE UNIT 1 Present Simple&Present Continuous / Subject&Object Questions UNIT 2 Present Perfect Simple&Past Simple / Present&Past ability			VOCABULARY RANGE UNIT 1 Seeing &hearing / Languages UNIT 2 Collocations / Dependent Prepositions / Problems&Solutions SEE LH B1+ UNIT 1/2 WORDLIST			
FUNCTIONAL LANGUAGE UNIT 1 Ask for, offer and respond to help UNIT 2 Ask for, give and refuse permission			PRONUNCIATION UNIT 1 Schwa / Pronouncing questions / Intonation and stress UNIT 2 's and 've / Word stress / Intonation and stress in questions			
ASSESSMENT						
REMINDERS: Study: Writing Pack (Chapter 5) - Story Writing (Group work as an ice breaker) Omit: Unit 1 Writing Hub (Report about trends) / Study: Writing Pack (Chapter 6) - Parts of an essay Omit: Unit 2 Writing Hub (Informal e-mail) Study: Writing Pack (Chapter 7) - Opinion essay						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B1+ Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf						

WEEK 18 16.02.2026 17.02.2026 18.02.2026 19.02.2026 20.02.2026	READING OBJECTIVES <u>UNIT 2</u> • Understand straightforward, factual texts related to their interests or studies. • Identify the meaning of unfamiliar words or signs from context, particularly on topics related to their field and interests. <u>UNIT 3</u> • Understand short texts where people express points of view, such as critical contributions to online forums or readers' letters. • Scan longer texts to locate specific information and gather relevant details from different parts of a text or multiple texts to complete a task.	LISTENING OBJECTIVES <u>UNIT 2</u> • Distinguish between main ideas and supporting details in standard speech /lectures on familiar subjects, provided these are delivered clearly in standard language or a familiar variety. • Understand the information content of the majority of recorded or broadcast material on topics of personal interest when delivered in clear standard language. <u>UNIT 3</u> • Follow most everyday conversations and discussions, provided speech is clearly articulated in standard language or a familiar variety. • Recognize the speaker's point of view and distinguish it from factual information being reported. • Follow the chronological sequence in extended informal discourse, such as stories or anecdotes.	WRITING OBJECTIVES <u>UNIT 2</u> • Produce short essays on topics of personal interest, with clear structure and coherent development. • Write texts on topical subjects of personal interest, listing advantages and disadvantages and clearly justifying their opinion. • Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic). • Reflect on their writing and revise to improve coherence and flow between ideas. <u>UNIT 3</u> • Write a clear and polite letter of complaint, providing relevant supporting details and clearly stating the desired outcome.	SPEAKING OBJECTIVES <u>UNIT 2</u> • Give brief comments on others' opinions. • Carry out a prepared interview, including checking and confirming information, occasionally needing repetition if responses are fast or extended. • Compare and contrast alternatives (e.g., options, places, people), discussing preferences and choices. • Deliver a prepared presentation on a familiar topic within their field. • Follow much of what is said in their field, provided speech is clear and not overly idiomatic. <u>UNIT 3</u> • Relate a straightforward narrative or description fluently as a clear sequence of points. • Give simple reasons to justify a viewpoint on a familiar topic. • Clearly put forward a point of view, though may struggle in extended debate. • Explain why something is a problem and suggest what to do next. • Summarise and give an opinion on a short story, article, talk, discussion, or documentary, and answer follow-up questions.	SDG GOALS <u>UNIT 3</u> • Understand the main points of a discussion about environmental campaigns (e.g., Car-Free Day, cycling schemes, electric cars). • Express and justify their opinions about transport proposals, agreeing and disagreeing politely in a group discussion. • Give a short, clear argument supporting one transport proposal (e.g., reducing car use, going electric, or promoting cycling).	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVE S
UNITS / HOURS WQ 2 / 1 HOUR						TEACHER'S NOTES
UNIT 2 EXPERIENCES 10 HOURS						
UNIT 3 ON THE MOVE 13 HOURS						
GRAMMAR RANGE UNIT 2 Present Perfect Simple&Past Simple / Present&Past ability UNIT 3 Narrative Tenses / Articles&Quantifiers						VOCABULARY RANGE UNIT 2 Collocations / Dependent Prepositions / Problems&Solutions UNIT 3 Collocations / Grable and ungradable adjectives Nouns ending in -ion SEE LH B1+ UNIT 2/3 WORDLIST
FUNCTIONAL LANGUAGE UNIT 2 Ask for, give and refuse permission UNIT 3 Tell a story						PRONUNCIATION UNIT 2 's and 've / Word stress / Intonation and stress in questions UNIT 3 Word stress / Intonation in responses
ASSESSMENT 18.02.2026 WRITING QUIZ 2 - Including B1+ Unit 1						
REMINDERS: Omit: Unit 2 Writing Hub (Informal e-mail) Study: Writing Pack (Chapter 7) - Opinion essay						Omit: 3.2 Pronunciation - A/B/C
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B1+ Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf						

WEEK 19 23.02.2026 24.02.2026 25.02.2026 26.02.2026 27.02.2026	READING OBJECTIVES <i>For Unit 3 objectives, see Week 18.</i>	LISTENING OBJECTIVES <i>For Unit 3 objectives, see Week 18.</i>	WRITING OBJECTIVES <i>For Unit 3 objectives, see Week 18.</i> • Produce short essays on topics of personal interest, with clear structure and coherent development. • Follow most everyday conversations and discussions, provided speech is clearly articulated in standard language or a familiar variety. • Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic). • Reflect on their writing and revise to improve coherence and flow between ideas. • Distinguish between main ideas and supporting details in standard lectures/speech on familiar subjects, provided these are delivered clearly in standard language or a familiar variety.	SPEAKING OBJECTIVES <i>For Unit 3 objectives, see Week 18.</i> • Summarise and give an opinion on a short story, article, talk, discussion, or documentary, and answer follow-up questions. • Express thoughts on abstract or cultural topics (e.g., music, films). • Explain why something is a problem and suggest what to do next. • Compare and contrast alternatives (e.g., options, places, people), discussing preferences and choices.	SDG GOALS	AI GOALS X MEDIA PROJECT To reach the goal, students will be able to Use AI tools to assist in creating media content (e.g., visuals, voice-overs, scripts, subtitles). Collaborate in teams to develop a digital project (e.g., video, podcast, presentation) with ethical use of AI assistance. Evaluate the impact of AI on communication, media literacy, and creativity. Use AI to research and refine their chosen media project topics. Adjust tone and fluency to match their target audience. Use AI to assess the quality of their projects. Refine their media projects using AI-based insights.
UNITS / HOURS PW-3 / 3 HOURS UNIT 3 ON THE MOVE 4 HOURS UNIT 4 CHANGE 17 HOURS						MEDIATION <i>For Unit 3 objectives, see Week 18.</i> • Summarize key information from longer, structured texts (e.g., news articles, opinion pieces). • Convey the main arguments of two sides of a discussion and help others understand differing viewpoints. • Collaborate in group work by clarifying, suggesting alternatives, and helping others express their ideas. • Guide a peer through completing a form, solving a task, or using a tool (e.g., a course platform or application form). • Summarize opinions from a group discussion and present them in writing or orally.
GRAMMAR RANGE UNIT 3 Narrative Tenses / Articles&Quantifiers UNIT 4 Future forms / Making predictions		VOCABULARY RANGE UNIT 3 Collocations / Grable and ungradable adjectives/Nouns ending in -ion UNIT 4 Collocations / Prefixes SEE LH B1+ UNIT 3/4 WORDLIST				
FUNCTIONAL LANGUAGE UNIT 3 Tell a story UNIT 4 Clarifying&Asking for clarifications / Dealing with complaints		PRONUNCIATION UNIT 3 Word stress / Intonation in responses UNIT 4 Contraction of “will” / Linking consonants & Vowels /Intonation & Stress				
ASSESSMENT Project Work 3 (Media Project) – Sharing in class						
REMINDERS: Omit: 3.2 Pronunciation - A/B/C		Omit: 4.1 Pronunciation A/B/C/D	Unit 4 Writing Hub (Essay)	Study: Writing Pack (Chapter 8) - Cause& Effect Essays		
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B1+ Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf						

WEEK 20 02.03.2026 03.03.2026 04.03.2026 05.03.2026 06.03.2026	READING OBJECTIVES • Understand referencing words (e.g., pronouns, conjunctions) and how they connect ideas. • Scan straightforward factual texts in magazines, brochures, or on the web to identify their topic and assess practical usefulness. • Scan longer texts to locate specific information and gather relevant details from different parts of a text or multiple texts to complete a task. • Understand short texts where people express points of view, such as critical contributions to online forums or readers' letters. <u>For Unit 6 objectives, see Week 21.</u>	LISTENING OBJECTIVES • Follow most everyday conversations and discussions, provided speech is clearly articulated in standard language or a familiar variety. <u>For Unit 6 objectives, see Week 21.</u>	WRITING OBJECTIVES • Produce short essays on topics of personal interest, with clear structure and coherent development. • Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic). • Reflect on their writing and revise to improve coherence and flow between ideas. • Write texts on topical subjects of personal interest, listing advantages and disadvantages and clearly justifying their opinion. <u>For Unit 6 objectives, see Week 21.</u>	SPEAKING OBJECTIVES • Carry out a prepared interview, including checking and confirming information, occasionally needing repetition if responses are fast or extended. • Compare and contrast alternatives (e.g., options, places, people), discussing preferences and choices. • Deliver a prepared presentation on a familiar topic within their field. • Outline similarities and differences clearly (e.g., between products, countries/regions, or plans). • Follow much of what is said in their field, provided speech is clear and not overly idiomatic. <u>For Unit 6 objectives, see Week 21.</u>	SDG GOALS • Follow the main points of a podcast about environmental campaigns and understand examples that illustrate business practices. • Express and justify their opinions about the impact of buying second-hand clothes and sustainable fashion campaigns. • Take part in discussions, comparing ideas and reaching agreement about which environmental business idea is most effective. • Summarize information from a podcast or text (e.g., "Worn Wear" campaign) and explain it in their own words to their peers.	AI GOALS SEE WEEK 1 WEEK 2 WEEK 3 FOR ALL AI OBJECTIVES			
UNITS / HOURS UNIT 5 WORK AND BUSINESS 17 HOURS UNIT 6 SPORTS AND HOBBIES 7 HOURS						Teacher's notes			
GRAMMAR RANGE UNIT 5 Past habits&States / Passive UNIT 6 Modals of obligation / Present Perfect Continuous / had to - needed to				VOCABULARY RANGE UNIT 5 Employment Skills & Qualities / Verbs of influence / Collocations UNIT 6 Adjectives ending in -ive / Sport / Hobbies&Free time activities SEE LH B1+ UNIT 5/6 WORDLIST					
FUNCTIONAL LANGUAGE UNIT 5 Structuring a presentation UNIT 6 Expressing opinion				PRONUNCIATION UNIT 5 Intonation&Rhythm / Silent consonants / Ordering adverbs UNIT 6 Rhythm: Pausing / "been" weak form / Intonation for expressing opinions					
ASSESSMENT									
REMINDERS: Omit: 5.1 Speaking Hub (p. 53) – 5.2 Speaking Hub (p.55) Omit: Unit 5 Writing Hub (Application letter) Study: Writing Pack (Chapter 9) - Compare& Contrast Essays									
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B1+ Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf									

SPRING BREAK 1 (16.03.2026-20.03.2026)

WEEK 22 23.03.2026 24.03.2026 25.03.2026 26.03.2026 27.03.2026	READING OBJECTIVES <i>For Unit 7 objectives, see Week 21.</i> • Understand formal correspondence on less familiar subjects well enough to redirect it appropriately. • Understand referencing words (e.g., pronouns, conjunctions) and how they connect ideas. • Understand short texts where people express points of view, such as critical contributions to online forums or readers' letters. • Scan straightforward factual texts in magazines, brochures, or on the web to identify their topic and assess practical usefulness. <i>For Unit 9 objectives, see Week 23.</i>	LISTENING OBJECTIVES <i>For Unit 7 objectives, see Week 21.</i> • Follow most everyday conversations and discussions, provided speech is clearly articulated in standard language or a familiar variety. • Follow the chronological sequence in extended informal discourse, such as stories or anecdotes. <i>For Unit 9 objectives, see Week 23.</i>	WRITING OBJECTIVES	SPEAKING OBJECTIVES <i>For Unit 7 objectives, see Week 21.</i> • Have relatively long conversations on subjects of common interest, provided their interlocutor supports understanding. • Clearly put forward a point of view, though may struggle in extended debate. • Give brief comments on others' opinions. • Compare and contrast alternatives (e.g., options, places, people), discussing preferences and choices. • Deliver a prepared presentation on a familiar topic within their field. • Outline similarities and differences clearly (e.g., between products, countries/regions, or plans). • Start and sustain conversations by asking spontaneous questions about special experiences or events and reacting with opinions on familiar subjects. <i>For Unit 9 objectives, see Week 23.</i>	SDG GOALS	AI GOALS SEE WEEK 1 WEEK2 WEEK3 FOR ALL AI OBJECTIVES										
UNITS / HOURS PW-4 / 1 HOUR UNIT 7 FOOD 3 HOURS					MEDIATION <i>For Unit 7 objectives, see Week 21.</i> • Collaborate in group work by clarifying, suggesting alternatives, and helping others express their ideas. • Summarize opinions from a group discussion and present them in writing or orally. <i>For Unit 9 objectives, see Week 23.</i>	Teacher's notes										
UNIT 8 INNOVATION 16 HOURS																
UNIT 9 THE ARTS 4 HOURS																
GRAMMAR RANGE UNIT 7 Modals of speculation&deduction/ Comparatives&Superlatives UNIT 8 Relative Clauses / Zero&First Conditionals/ Conditionals with modals and imperatives UNIT 9 Second Conditional / Reported Speech			VOCABULARY RANGE UNIT 7 Phrasal verbs / Adjectives to describe food / Waste UNIT 8 Word families / Creative thinking / Positive adjectives UNIT 9 The Arts / Verbal idioms / Reporting verbs SEE LH B1+ UNIT 7/8/9 WORDLIST													
FUNCTIONAL LANGUAGE UNIT 7 Making suggestions UNIT 8 Give and follow instructions UNIT 9 Talking about films&books			PRONUNCIATION UNIT 7 Diphthongs/ Word stress with modals /wovel+w / Suggestions UNIT 8 Relative Clauses / will&won't / Sentence stress UNIT 9 Consonants / Story telling / Words connected to films													
ASSESSMENT																
REMINDERS: Project Work 4 Classroom Instruction: The documents will be provided in advance by the Speaking Unit. Please check OneDrive for the documents. If you are unable to provide instructions for Project Work 4 this week, you can carry it out next week instead. Omit: 8.2 Pronunciation A/B/C – 8.2 Speaking Hub (p. 93) - Unit 8 Writing Hub (Biography) Omit: 9.1 Speaking A/B/C (p. 99) – 9.1 Speaking Hub (p. 101) – Unit 9 Writing Hub (arts event review)																
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B1+ Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf																

WEEK 26 20.04.2026 21.04.2026 22.04.2026 23.04.2026 24.04.2026	READING OBJECTIVES <i>For Unit 2 objectives, see Week 25.</i> • Identify the sequence of events in narratives to follow the storyline clearly. • Apply various reading strategies to enhance understanding, including identifying main points and using contextual clues to check comprehension.	LISTENING OBJECTIVES <i>For Unit 2 objectives, see Week 25.</i> • Recognize viewpoints and attitudes, as well as factual information, in recordings related to social, professional, or academic life. • Understand detailed instructions well enough to follow them successfully.	WRITING OBJECTIVES <i>For Unit 2 objectives, see Week 25.</i>	SPEAKING OBJECTIVES <i>For Unit 2 objectives, see Week 25.</i> • Construct a chain of reasoned arguments to support or oppose a point of view. • Present arguments for and against different options, clearly outlining advantages and disadvantages. • Take an active part in informal discussions in familiar contexts by commenting, clearly expressing viewpoints, evaluating alternatives, and making or responding to hypotheses. • Express ideas and opinions with precision and respond convincingly to complex arguments. • Outline an issue or problem clearly, speculate about causes or consequences, and weigh the advantages and disadvantages of different approaches. • Carry out an effective, fluent interview, moving beyond prepared questions and following up on interesting responses.	SDG GOALS	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS OFFICIAL HOLIDAY 5 HOURS						
UNIT 2 LIFESTYLES 2 HOURS						
UNIT 3 SURVIVAL 17 HOURS						
GRAMMAR RANGE UNIT 2 Present Perfect Simple&Present Perfect Continuous Used to / Would / Be used to / Get used to UNIT 3 Narrative tenses / Alternatives to "if" in conditionals				VOCABULARY RANGE UNIT 2 Health and illness / Adverbs of stance / Adverb + adjective UNIT 3 Descriptive verbs / Phrasal verbs / Dependent prepositions:adjectives SEE LH B2 UNIT 2/3 WORDLIST		PAGE *
FUNCTIONAL LANGUAGE				PRONUNCIATION UNIT 2 Connected speech / Catenation - used to UNIT 3 Intonation in conditionals		
ASSESSMENT						
REMINDERS: 23.04.2026 OFFICIAL HOLIDAY Omit: 2.3 Cafe Hub / 3.1 Pronunciation + Speaking Hub / 3.2 Speaking Hub / 3.3 Cafe Hub / Unit 3 Writing Hub (short story)						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf						

WEEK 28 04.05.2026 05.05.2026 06.05.2026 07.05.2026 08.05.2026	READING OBJECTIVES <i>For Unit 4 objectives, see Week 27.</i> • Scan long and complex texts to locate relevant details efficiently. • Recognize different structures in discursive texts, such as contrasting arguments, problem-solution presentations, and cause-and-effect relationships. <i>For Unit 6 objectives, see Week 29.</i>	LISTENING OBJECTIVES <i>For Unit 4 objectives, see Week 27.</i> • Understand detailed instructions well enough to follow them successfully. <i>For Unit 6 objectives, see Week 29.</i>	WRITING OBJECTIVES <i>For Unit 4 objectives, see Week 27.</i> • Evaluate different ideas or solutions to a problem, clearly presenting pros and cons. • Reflect on their writing and revise to improve coherence and flow between ideas. • Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic). <i>For Unit 6 objectives, see Week 29.</i>	SPEAKING OBJECTIVES <i>For Unit 4 objectives, see Week 27.</i> • Provide a clear, detailed explanation of how to carry out a procedure or task. <i>For Unit 6 objectives, see Week 29.</i>	SDG GOALS • Write an article about how individuals can help fight climate change. <i>For Unit 6 SDGs, see Week 29.</i>	AI GOALS SEE WEEK 1 WEEK 2 WEEK 3 FOR ALL AI OBJECTIVES		
UNITS / HOURS PW-4 / 3 HOURS	UNIT 4 THE FUTURE 2 HOURS	UNIT 5 CHANGE 17 HOURS	UNIT 6 COMING OF AGE 2 HOURS		MEDIATION <i>For Unit 4 objectives, see Week 27.</i> • Facilitate group discussions by clarifying contributions, managing turn-taking, and reformulating ideas as needed. • Compare and interpret different viewpoints in a discussion, highlighting key differences and similarities. • Summarise extracts from news items, interviews or documentaries containing opinions, arguments and discussions. • Take accurate notes in meetings and seminars on most matters likely to arise within their field of interest. • Act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary. <i>For Unit 6 objectives, see Week 29.</i>	Teacher's notes		
GRAMMAR RANGE UNIT 4 Future forms Future Perfect - Future Continuous / Future Perfect Continuous UNIT 5 The Passive / Causatives / -ing and infinitive forms UNIT 6 Obligation, prohibition and permission / Articles					VOCABULARY RANGE UNIT 4 Noun+preposition / Noun&verbs with the same spelling / Intensifiers UNIT 5 Green Vocabulary / Describing areas of a city / Prefixes UNIT 6 Education / Compound adjectives / Make&Do phrases SEE LH B2 UNIT 4/5/6 WORDLIST	PAGE *		
FUNCTIONAL LANGUAGE					PRONUNCIATION UNIT 4 Noun&verbs with the same spelling / Intonation with intensifiers UNIT 5 Words that lose a syllable UNIT 6 Intonation to show interest			
ASSESSMENT Project Work 4 (Debate) – In-class performance								
REMINDERS: Omit: 4.2 Speaking Hub / 4.3 Cafe Hub / Unit 4 Writing Hub (For and Against blog post) Omit: 5.1 Pronunciation A/B / 5.2 Speaking Hub (p. 57) / 5.3 Cafe Hub / Unit 5 Writing Hub (Problem Solution article) Omit: 6.1 Pronunciation (Intonation to show interest) / 6.2 Pronunciation A/B / 6.2 Speaking Hub (p. 69) / 6.3 Cafe Hub / Unit 6 Writing Hub (Report)	Study: Writing Pack (Chapter 11) - For and Against Essays Study: Writing Pack (Chapter 12) - Problem Solution Essay Study: Writing Pack (Chapter 13) - Bar chart description							
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf								

WEEK 29 11.05.2026 12.05.2026 13.05.2026 14.05.2026 15.05.2026	READING OBJECTIVES <ul style="list-style-type: none"> Identify referents of pronouns within texts. Understand personal emails or postings, even when some colloquial language is used. Apply various reading strategies to enhance understanding, including identifying main points and using contextual clues to check comprehension. Deduce the meaning of unknown words and phrases, including idioms, similes, and metaphors, by analyzing prefixes, suffixes, and context. <p><i>For Unit 7 objectives, see Week 30.</i></p>	LISTENING OBJECTIVES <ul style="list-style-type: none"> Understand detailed instructions well enough to follow them successfully. <p><i>For Unit 7 objectives, see Week 30.</i></p>	WRITING OBJECTIVES <ul style="list-style-type: none"> Describe a variety of subjects related to their field of interest using appropriate genre conventions. Write essays or reports presenting arguments for and against a particular viewpoint, explaining advantages and disadvantages of various options. <p><i>For Unit 7 objectives, see Week 30.</i></p>	SPEAKING OBJECTIVES <ul style="list-style-type: none"> Give clear, detailed descriptions on a wide range of subjects related to their field of interest. Engage in extended conversations on most general topics in a clearly participatory manner, even in moderately noisy environments. <p><i>For Unit 7 objectives, see Week 30.</i></p>	SDG GOALS <ul style="list-style-type: none"> Participate in a discussion about barriers to education and possible solutions. 	AI GOALS SEE WEEK 1 WEEK 2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS WQ 4 / 1 HOUR UNIT 6 COMING OF AGE 16 HOURS					MEDIATION <ul style="list-style-type: none"> Facilitate group discussions by clarifying contributions, managing turn-taking, and reformulating ideas as needed. Compare and interpret different viewpoints in a discussion, highlighting key differences and similarities. Act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary. <p><i>For Unit 7 objectives, see Week 30.</i></p>	Teacher's notes
 UNIT 7 COMMUNITY 7 HOURS	<i>For Unit 7 objectives, see Week 30.</i>					
GRAMMAR RANGE UNIT 6 Obligation, prohibition and permission / Articles UNIT 7 First Conditional with different future forms / Wish&If only	VOCABULARY RANGE UNIT 6 Education / Compound adjectives / Make&Do phrases UNIT 7 Verbs to describe change / Three-part phrasal verbs / Compound nouns SEE LH B2 UNIT 6/7 WORDLIST					
FUNCTIONAL LANGUAGE UNIT 7 Talking on the phone	PRONUNCIATION UNIT 6 Intonation to show interest UNIT 7 Connected speech in conditionals / Two-stress phrasal verbs					
ASSESSMENT 13.05.2026 WRITING QUIZ 4 - Including LH B2 Unit 5						
REMINDERS: Omit: 6.1 Pronunciation (Intonation to show interest) / 6.2 Pronunciation A/B / 6.2 Speaking Hub (p. 69) / 6.3 Café Hub / Unit 6 Writing Hub (Report) Study: Writing Pack (Chapter 13) - Bar chart description Omit: 7.1 Speaking (p. 75) / 7.2 Pronunciation / 7.3 Café Hub / Unit 7 Writing Hub (letter of complaint)						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf						

WEEK 30 18.05.2026 19.05.2026 20.05.2026 21.05.2026 22.05.2026	READING OBJECTIVES • Scan long and complex texts to locate relevant details efficiently. • Deduce the meaning of unknown words and phrases, including idioms, similes, and metaphors, by analyzing prefixes, suffixes, and context. <i>For Unit 8 objectives, see Week 31.</i>	LISTENING OBJECTIVES • Understand detailed instructions well enough to follow them successfully. <i>For Unit 8 objectives, see Week 31.</i>	WRITING OBJECTIVES	SPEAKING OBJECTIVES • Provide a clear, detailed explanation of how to carry out a procedure or task. • Use telecommunications for a variety of personal and professional purposes, requesting clarification when faced with unfamiliar accents or terminology. (cafe hub) <i>For Unit 8 objectives, see Week 31.</i>	SDG GOALS	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS ONLINE EXAM 5 HOURS OFFICIAL HOLIDAY 5 HOURS UNIT 7 COMMUNITY 10 HOURS UNIT 8 MYSTERY 4 HOURS					MEDIATION • Summarise extracts from news items, interviews or documentaries containing opinions, arguments and discussions. • Take accurate notes in meetings and seminars on most matters likely to arise within their field of interest. • Act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary. <i>For Unit 8 objectives, see Week 31.</i>	Teacher's notes
GRAMMAR RANGE UNIT 7 First Conditional with different future forms / Wish&If only UNIT 8 Past modals of deduction/ Order of adjectives (Recognition level)					VOCABULARY RANGE UNIT 7 Verbs to describe change / Three-part phrasal verbs / Compound nouns UNIT 8 Word families / Easily confused verbs / Crime SEE LH B2 UNIT 7/8 WORDLIST	PAGE *
FUNCTIONAL LANGUAGE UNIT 7 Talking on the phone					PRONUNCIATION UNIT 7 Connected speech in conditionals / Two-stress phrasal verbs	
ASSESSMENT 21.05.2026 ONLINE EXAM						
REMINDERS: 19.05.2026 OFFICIAL HOLIDAY Omit: 7.1 Speaking / 7.2 Pronunciation / 7.3 Café Hub / Unit 7 Writing Hub (letter of complaint) Omit: 8.1 Pronunciation A/B/C / 8.1 Speaking Hub / 8.2 Listening E & F (p. 93) / 8.2 Pronunciation A/B/C / 8.3 Café Hub / Unit 8 Writing Hub (Complex Essay) Study: Order of adjectives (Recognition level)						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf						

WEEK 31 01.06.2026 02.06.2026 03.06.2026 04.06.2026 05.06.2026	READING OBJECTIVES <u>UNIT 8</u> <ul style="list-style-type: none">Deduce the meaning of unknown words and phrases, including idioms, similes, and metaphors, by analyzing prefixes, suffixes, and context.Recognize different structures in discursive texts, such as contrasting arguments, problem–solution presentations, and cause–and–effect relationships.Identify referents of pronouns within texts. <u>UNIT 9</u> <ul style="list-style-type: none">Scan long and complex texts to locate relevant details efficiently.Identify topic sentences to quickly grasp the content without detailed reading	LISTENING OBJECTIVES <u>UNIT 8</u> <ul style="list-style-type: none">Follow complex lines of argument in clearly articulated lectures, especially on reasonably familiar topics.Follow the chronological sequence in extended informal discourse, such as stories or anecdotes. <u>UNIT 9</u> <ul style="list-style-type: none">Recognize viewpoints and attitudes, as well as factual information, in recordings related to social, professional, or academic life.Understand detailed instructions well enough to follow them successfully.	WRITING OBJECTIVES	SPEAKING OBJECTIVES <u>UNIT 8</u> <ul style="list-style-type: none">Describe in detail the personal significance of events and experiences. <u>UNIT 9</u> <ul style="list-style-type: none">Provide a clear, detailed explanation of how to carry out a procedure or task.	SDG GOALS	AI GOALS SEE WEEK 1 WEEK 2 WEEK 3 FOR ALL AI OBJECTIVES						
UNITS / HOURS QUIZ 4 / 1 HOUR UNIT 8 MYSTERY 12 HOURS UNIT 9 BUSINESS 11 HOURS	MEDIATION <u>UNIT 8</u> <ul style="list-style-type: none">Facilitate group discussions by clarifying contributions, managing turn-taking, and reformulating ideas as needed.Compare and interpret different viewpoints in a discussion, highlighting key differences and similarities.Summarise the plot and sequence of events in a film or play.Summarise extracts from news items, interviews or documentaries containing opinions, arguments and discussions. <u>UNIT 9</u> <ul style="list-style-type: none">Summarise the plot and sequence of events in a film or play.											
GRAMMAR RANGE UNIT 8 Past modals of deduction/ Order of adjectives (Recognition level) UNIT 9 Relative Clauses / Determiners&Quantifiers	VOCABULARY RANGE UNIT 8 Word families / Easily confused verbs / Crime UNIT 9 Dependent prepositions: Verbs / Science / Advertising SEE LH B2 UNIT 8/9 WORDLIST											
FUNCTIONAL LANGUAGE	PRONUNCIATION UNIT 9 Connected speech (determiners&quantifiers)											
ASSESSMENT 03.06.2026 QUIZ 4 - Including LH B2 Unit 7												
REMINDERS: Omit: 8.1 Pronunciation A/B/C / 8.1 Speaking Hub / 8.2 Listening E & F (p. 93) / 8.2 Pronunciation A/B/C / 8.3 Cafe Hub / Unit 8 Writing Hub (Complex Essay) Study: Order of adjectives (Recognition level) Omit: 9.1 Pronunciation A/B / 9.2 Speaking (p. 103) / 9.2 Speaking Hub (p. 105) / 9.3 Cafe Hub / Unit 9 Writing Hub (Proposal)												
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WEEK 32	READING OBJECTIVES <i>For Unit 9 objectives, see Week 31.</i>	LISTENING OBJECTIVES <i>For Unit 9 objectives, see Week 31.</i>	WRITING OBJECTIVES <i>For Unit 9 objectives, see Week 31.</i>	SPEAKING OBJECTIVES <i>For Unit 9 objectives, see Week 31.</i>	SDG GOALS	AI GOALS
08.06.2026 09.06.2026 10.06.2026 11.06.2026 12.06.2026	<p>• Recognize different structures in discursive texts, such as contrasting arguments, problem-solution presentations, and cause-and-effect relationships.</p> <p>• Determine the tone of texts, identifying whether the author is for or against a particular viewpoint.</p> <p>• Apply various reading strategies to enhance understanding, including identifying main points and using contextual clues to check comprehension.</p> <p>• Deduce the meaning of unknown words and phrases, including idioms, similes, and metaphors, by analyzing prefixes, suffixes, and context.</p>	<p>• Identify the main reasons for and against an argument or idea in discussions conducted in clear standard language or a familiar variety.</p> <p>• Understand detailed instructions well enough to follow them successfully.</p>	<p>• Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic).</p> <p>• Produce essays or reports that develop an argument systematically, highlighting significant points and supporting them with relevant details.</p>	<p>• Give clear, detailed descriptions on a wide range of subjects related to their field of interest.</p> <p>• Explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.</p> <p>• Construct a chain of reasoned arguments to support or oppose a point of view.</p> <p>• Give a clear, prepared presentation on a familiar topic, supporting or opposing a particular point of view.</p> <p>• Present arguments for and against different options, clearly outlining advantages and disadvantages.</p> <p>• Take an active part in informal discussions in familiar contexts by commenting, clearly expressing viewpoints, evaluating alternatives, and making or responding to hypotheses.</p> <p>• Express ideas and opinions with precision and respond convincingly to complex arguments.</p> <p>• Sustain their opinions in discussions by providing relevant explanations, arguments, and comments.</p> <p>• Outline an issue or problem clearly, speculate about causes or consequences, and weigh the advantages and disadvantages of different approaches.</p>	<ul style="list-style-type: none"> • Write an opinion essay on gender stereotypes in advertising. 	<p>SEE WEEK 1 WEEK 2 WEEK 3 FOR ALL AI OBJECTIVES</p>
UNITS / HOURS	<p>UNIT 9 BUSINESS 6 HOURS</p> <p>UNIT 10 MEDIA 18 HOURS</p>				MEDIATION <i>For Unit 9 objectives, see Week 31.</i>	Teacher's notes
						PAGE *
GRAMMAR RANGE UNIT 9 Relative Clauses / Determiners&Quantifiers UNIT 10 Reported Speech / Reporting Verbs				<p>VOCABULARY RANGE UNIT 9 Dependent prepositions: Verbs / Science / Advertising UNIT 10 Traditional Media / Social media / Adjective+noun collocations SEE LH B2 UNIT 9/10 WORDLIST</p>		
FUNCTIONAL LANGUAGE				<p>PRONUNCIATION UNIT 9 Connected speech (determiners&quantifiers) UNIT 10 Using intonation to attract and keep interest</p>		
ASSESSMENT						
REMINDERS: Omit: 9.1 Pronunciation A/B / 9 . 2 Speaking (p. 103) / 9.2 Speaking Hub (p. 105) / 9.3 Cafe Hub / Unit 9 Writing Hub (Proposal) Omit: 10.1 Speaking / 10.1 Listening part E / 10.1 Pronunciation A/B / 10.1 Speaking Hub / 10.2 Pronunciation / 10.3 Cafe Hub						
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PROFICIENCY EXAM: 16-17-18 JUNE 2026						