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WEEK 3 29.09.2025 30.09.2025 01.10.2025 02.10.2025 03.10.2025	READING OBJECTIVES UNIT 4 <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) UNIT 5 <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.Exploit 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	LISTENING OBJECTIVES UNIT 4 <p>Follow short, simple social exchanges delivered clearly and slowly.</p> UNIT 5 <p>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>	WRITING OBJECTIVES UNIT 4 <p>Ask for or exchange information in short emails, letters, or text messages.</p> <p>Review short, simple texts to correct basic punctuation.</p> <p>Notice and correct frequent spelling errors in familiar words.</p> <p>Use a basic checklist to revise simple sentence structure.</p> <ul style="list-style-type: none">Exchange information in short emails, letters, or text messages by responding to questions (e.g., about a product or activity). UNIT 5 <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.	SPEAKING OBJECTIVES UNIT 4 <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. UNIT 5 <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').	SDG GOALS	AI GOALS X READING <p>Analyze AI-generated summaries to evaluate text comprehension.</p> <p>Generate AI-assisted comprehension questions to assess reading accuracy.</p> <p>Extract main ideas and supporting details from texts with AI support.</p> <p>Interpret AI-generated word definitions and apply them in context.</p> <p>Engage with AI-assisted quizzes to reinforce vocabulary retention.</p> <p>Compare AI-generated summaries with original texts to identify omissions or biases.</p> <p>Recognize tone, register, and possible misinformation in AI-generated reading materials.</p>
UNITS / HOURS PW1 / 1 HOUR UNIT 4 WORK AND EDUCATION 14 HOURS UNIT 5 PLACES 9 HOURS					MEDIATION UNIT 4 <ul style="list-style-type: none">Handle disagreement/difficulty using simple phrases. UNIT 5 <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	TEACHER'S NOTES

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<div>WEEK 9</div> <div>17.11.2025</div> <div>18.11.2025</div> <div>19.11.2025</div> <div>20.11.2025</div> <div>21.11.2025</div>	<div>READING OBJECTIVES</div> <div>UNIT 1</div> <div><div>• Understand straightforward personal letters, emails, or postings giving relatively detailed accounts of events and experiences.</div><div>• Find and understand relevant information in everyday materials such as letters, brochures, and short official documents.</div><div>• Make basic inferences or predictions about text content from headings, titles, or headlines.</div></div> <div>UNIT 2</div> <div><div>• Recognize significant points in straightforward news articles on familiar subjects.</div><div>• Find and understand relevant information in everyday materials such as letters, brochures, and short official documents.</div><div>• Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles using common everyday language.</div></div>	<div>LISTENING OBJECTIVES</div> <div>UNIT 1</div> <div><div>• Follow most everyday conversations and discussions, provided the speech is clearly articulated in standard language or a familiar variety.</div><div>• Understand most recorded or broadcast material on topics of personal interest, delivered in clear standard language.</div><div>• Understand the main points of straightforward monologues (e.g., guided tours), delivered clearly and relatively slowly.</div></div> <div>UNIT 2</div> <div><div>• Understand main points and important details in stories and narratives (e.g., holiday descriptions), provided the delivery is slow and clear.</div><div>• Understand most recorded or broadcast material on topics of personal interest, delivered in clear standard language.</div></div>	<div>WRITING OBJECTIVES</div> <div>UNIT 1</div> <div><div>• Produce a short, structured text on a topic of personal interest, listing advantages and disadvantages and expressing and justifying opinions.</div><div>• Re-read their own texts to check for common grammar mistakes (e.g., verb tense consistency, subject-verb agreement).</div><div>• Use a model or checklist to revise content organization.</div><div>• Edit for coherence by adding simple linking words (e.g., <i>then</i>, <i>because</i>, <i>however</i>).</div></div> <div>UNIT 2</div> <div><div>• Produce a short, structured text on a topic of personal interest, listing advantages and disadvantages and expressing and justifying opinions.</div><div>• Re-read their own texts to check for common grammar mistakes (e.g., verb tense consistency, subject-verb agreement).</div><div>• Use a model or checklist to revise content organization.</div><div>• Edit for coherence by adding simple linking words (e.g., <i>then</i>, <i>because</i>, <i>however</i>).</div></div>	<div>SPEAKING OBJECTIVES</div> <div>UNIT 1</div> <div><div>• Enter unprepared into conversations on familiar topics.</div><div>• Express how they are feeling using very basic expressions.</div><div>• Ask for and provide personal information.</div><div>• Maintain a conversation or discussion, though sometimes may struggle to express exactly what they want.</div></div> <div>UNIT 2</div> <div><div>• Give a short, prepared presentation on a familiar topic using simple language.</div><div>• Give and seek personal views and opinions on topics of interest.</div><div>• Enter unprepared into conversations on familiar topics.</div><div>• Offer advice on simple matters within their field of experience.</div></div>	<div>SDG GOALS</div> <div>UNIT 2</div> <div><div>• Describe your ideal city with sustainable transport and parks.</div></div>	<div>AI GOALS</div> <div>SEE</div> <div>WEEK 1</div> <div>WEEK2</div> <div>WEEK 3</div> <div>FOR ALL AI OBJECTIVES</div>	
<div>UNITS / HOURS</div> <div>PW-2 / 1 HOUR</div> <div>B1</div> <div>UNIT 1</div> <div>RELATIONSHIP</div> <div>S</div> <div>13 HOURS</div> <div>UNIT 2</div> <div>LIVING</div> <div>10 HOURS</div>					<div>MEDIATION</div> <div>UNIT 1</div> <div><div>• Collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches</div></div>	<div>Teacher’s notes</div>	PAGE
<div>GRAMMAR RANGE</div> <div>UNIT 1 Questions / Frequency words and phrases / Indefinite Pronouns</div> <div>UNIT 2 Adverbs of degree / Present Simple&Present Continuous / Past Simple</div>				<div>VOCABULARY RANGE</div> <div>UNIT 1 People / Relationship / Personality adjectives / adjectives+prepositions</div> <div>UNIT 2 Describing places / Verb+preposition / Life events</div> <div>SEE LH B1 UNIT 1/UNIT 2 WORDLIST</div>			
<div>FUNCTIONAL LANGUAGE</div> <div>UNIT 1 Greeting people / Giving personal information / Making introductions</div> <div>UNIT 2 Asking for and giving advice</div>				<div>PRONUNCIATION</div> <div>UNIT 1 The alphabet / Using a dictionary / Word stress</div> <div>UNIT 2 Stress in two-syllable adjectives / Consonant pairs at the beginning of words / Past Simple irregular verbs</div>			
<div>ASSESSMENT</div>							
<div>REMINDERS: Project Work 2 Classroom Instruction: The documents will be provided in advance by the Speaking Unit. Please check OneDrive for the documents.</div> <div>Omit : Unit 1 Writing Hub (Write information about yourself) Study: Writing Pack (Chapter 3 & 4) - Parts of a paragraph / Paragraph writing</div> <div>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</div>							
<div>SUGGESTIONS</div> <div>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</div>							

<div>WEEK 10</div> <div>24.11.2025</div> <div>25.11.2025</div> <div>26.11.2025</div> <div>27.11.2025</div> <div>28.11.2025</div>	<div>READING OBJECTIVES</div> <div>For Unit 2 objectives, see Week 9</div> <div>UNIT 3</div> <div><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.</div> <div>For Unit 4 objectives, see Week 11</div>	<div>LISTENING OBJECTIVES</div> <div>For Unit 2 objectives, see Week 9</div> <div>UNIT 3</div> <div><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.</div> <div>For Unit 4 objectives, see Week 11</div>	<div>WRITING OBJECTIVES</div> <div>For Unit 2 objectives, see Week 9</div> <div>UNIT 3</div> <div><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.</div> <div>For Unit 4 objectives, see Week 11</div>	<div>SPEAKING OBJECTIVES</div> <div>For Unit 2 objectives, see Week 9</div> <div>UNIT 3</div> <div><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.</div> <div>For Unit 4 objectives, see Week 11</div>	<div>SDG GOALS</div> <div>For Unit 2 objectives, see Week 9</div>	<div>AI GOALS</div> <div>SEE WEEK 1</div> <div>WEEK2</div> <div>WEEK 3</div> <div>FOR ALL AI OBJECTIVES</div>
<div>UNITS / HOURS</div> <div>ACH 1 / 4 HOURS</div> <div>UNIT 2 LIVING 3 HOURS</div> <div>UNIT 3 TRAVEL 14 HOURS</div> <div>UNIT 4 SOCIALISING 3 HOURS</div>					<div>MEDIATION</div> <div>UNIT 3</div> <div><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.</div> <div>For Unit 4 objectives, see Week 11</div>	<div>Teacher’s notes</div> <div>PAGE</div>
<div>GRAMMAR RANGE</div> <div>UNIT 2 Adverbs of degree / Present Simple&Present Continuous / Past</div> <div>UNIT 3 Determiners / Past Continuous&Past Simple / Gerunds&Infinitives</div> <div>UNIT 4 Future forms: going to, Present Continuous &will / Subject & Object Q.</div>				<div>VOCABULARY RANGE</div> <div>UNIT 2 Describing places / Verb+preposition / Life events</div> <div>UNIT 3 Types of transport / Prefixes / Accommodations & Facilities</div> <div>UNIT 4 Free time / Suffixes / Relaxing</div> <div>SEE LH B1 UNIT 2/UNIT 3/UNIT 4 WORDLIST</div>		
<div>FUNCTIONAL LANGUAGE</div> <div>UNIT 2 Asking for and giving advice</div> <div>UNIT 3 Ask for travel information and check understanding</div> <div>UNIT 4 Making arrangements to meet someone</div>				<div>PRONUNCIATION</div> <div>UNIT 2 Stress in two-syllable adjectives / Consonant pairs at the beginning of words / Past Simple irregular verbs</div> <div>UNIT 3 Consonants /was-were /</div> <div>UNIT 4 Going to / Will / Won’t / Linking a consonant to a vowel</div>		
<div>ASSESSMENT</div> <div>28.11.2025 ACHIEVEMENT 1 - Including LH B1 Unit 1</div>						
<div>REMINDERS:</div> <div>Omit: 2.4 Cafe Hub Pronunciation part</div> <div>Omit: Unit 2 Writing Hub (Write an email of complaint)</div> <div>Omit : 3.3 Speaking Hub / 3.4 Cafe Hub Pronunciation part</div> <div>Study: Writing Pack (Chapter 3 & 4) - Parts of a paragraph / Paragraph writing</div>						
<div>SUGGESTIONS</div> <div>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</div>						

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<div>WEEK 14</div> <div>22.12.2025</div> <div>23.12.2025</div> <div>24.12.2025</div> <div>25.12.2025</div> <div>26.12.2025</div>	<div>READING OBJECTIVES</div> <div>UNIT 9</div> <div><div><div>● Deduce probable meanings of unknown words or signs by identifying constituent parts such as roots, lexical elements, prefixes, and suffixes.</div><div>● Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles using common everyday language.</div><div>● Understand standard formal correspondence and online postings within their professional area of interest.</div><div>● Recognize significant points in straightforward news articles on familiar subjects.</div></div><div>UNIT 10</div><div><div><div>● Identify agreement, disagreement, or uncertainty expressed in texts.</div><div>● Recognize significant points in straightforward news articles on familiar subjects.</div><div>● Find and understand relevant information in everyday materials such as letters, brochures, and short official documents.</div><div>● Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles using common everyday language.</div><div>● Understand straightforward personal letters, emails, or postings giving relatively detailed accounts of events and experiences</div></div></div></div>	<div>LISTENING OBJECTIVES</div> <div>UNIT 9</div> <div><div><div>● Understand the main points of straightforward monologues (e.g., guided tours), delivered clearly and relatively slowly.</div><div>● Understand main points and important details in stories and narratives (e.g., holiday descriptions), provided the delivery is slow and clear.</div><div>● Follow detailed directions.</div><div>● Make complaints and cope with less routine situations in shops, post offices, or banks (e.g., returning an unsatisfactory purchase).</div></div><div>UNIT 10</div><div><div><div>● Follow short talks on familiar topics in outline form when delivered clearly in standard language or a familiar variety.</div><div>● Understand most recorded or broadcast material on topics of personal interest, delivered in clear standard language.</div></div></div></div>	<div>WRITING OBJECTIVES</div> <div>UNIT 9</div> <div><div><div>● Give straightforward descriptions on a range of familiar subjects within their field of interest.</div><div>● Produce a short, structured text on a topic of personal interest, listing advantages and disadvantages and expressing and justifying opinions.</div></div><div>UNIT 10</div><div><div><div>● Produce a short, structured text on a topic of personal interest, listing advantages and disadvantages and expressing and justifying opinions.</div><div>● Write detailed accounts of personal experiences, expressing feelings and reactions in straightforward language.</div><div>● Re-read their own texts to check for common grammar mistakes (e.g., verb tense consistency, subject-verb agreement).</div></div></div></div>	<div>SPEAKING OBJECTIVES</div> <div>UNIT 9</div> <div><div><div>● Express opinions on familiar topics from everyday life using simple phrases and expressions.</div><div>● Express beliefs, opinions, agreement, and disagreement politely.</div><div>● Give simple reasons to support a viewpoint on a familiar issue (e.g., school, hobbies, travel).</div><div>● Briefly give simple reasons and explanations for opinions, plans, and actions.</div><div>● Take part in routine formal discussions on familiar subjects, exchanging factual information, receiving instructions, or discussing practical solutions.</div><div>● Ask for explanations or clarifications in shops (e.g., differences between products), posing follow-up questions as needed.</div></div><div>UNIT 10</div><div><div><div>● Present simple comparisons (e.g., between countries, routines, or products) in a basic way when prepared in advance and using visual support.</div><div>● Give and seek personal views and opinions on topics of interest.</div><div>● Take part in routine formal discussions on familiar subjects, exchanging factual information, receiving instructions, or discussing practical solutions.</div><div>● Use telecommunications for routine messages and to obtain basic services (e.g., booking a hotel room or making a medical appointment).</div><div>● Use a prepared questionnaire to carry out a structured interview, including some spontaneous follow-up questions.</div></div></div></div>	<div>SDG GOALS</div>	<div>AI GOALS</div> <div>SEE WEEK 1</div> <div>WEEK2</div> <div>WEEK 3</div> <div>FOR ALL AI OBJECTIVES</div>	
<div>UNITS / HOURS</div> <div>PW-2 / 3 HOURS</div> <div>UNIT 9</div> <div>MONEY</div> <div>11 HOURS</div> <div>UNIT 10</div> <div>SCIENCE AND TECHNOLOGY</div> <div>10 HOURS</div>					<div>MEDIATION</div> <div>UNIT 9</div> <div><div>● Clarify the meaning of unfamiliar words or phrases using simpler terms or examples.</div></div>	<div>Teacher’s notes</div> <div>PAGE</div>	
<div>GRAMMAR RANGE</div> <div>UNIT 9 Second Conditional / Defining Relative Clauses / Gerunds</div> <div>UNIT 10 Comparatives and Superlatives / need to</div>				<div>VOCABULARY RANGE</div> <div>UNIT 9 Prepositions in money phrases / Verbs connected with money</div> <div>Make and Do expressions</div> <div>UNIT 10 Electronic devices / Using devices&Internet / Collocations</div> <div>SEE LH B1 UNIT 9/10 WORDLIST</div>			
<div>FUNCTIONAL LANGUAGE</div> <div>UNIT 9 Shopping for clothes/Asking for a refund/Adding emphasis</div> <div>UNIT 10 Make and receive formal and informal calls</div>				<div>PRONUNCIATION</div> <div>UNIT 9 Vowels / /s/ or /z/ sounds / Identifying sounds</div> <div>UNIT 10 -ist in superlative adjectives / “is” in comparatives /Vowels</div>			
<div>ASSESSMENT</div> <div>Project Work 2 (Roleplay) – In-class performance</div>							
<div>REMINDERS:</div> <div>Omit : 10.4 Cafe Hub Pronunciation part</div>							
<div>SUGGESTIONS</div> <div>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</div>							

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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 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>	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES Teacher’s notes
UNITS / HOURS B1+ UNIT 1 COMMUNICATION ON 17 HOURS UNIT 2 EXPERIENCES 7 HOURS						PAGE
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						

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<p>WEEK 19 23.02.2026 24.02.2026 25.02.2026 26.02.2026 27.02.2026</p>	<p>READING OBJECTIVES <i>For Unit 3 objectives, see Week 18.</i></p> <ul style="list-style-type: none"> • Understand straightforward, factual texts related to their interests or studies. • Scan longer texts to locate specific information and gather relevant details from different parts of a text or multiple texts to complete a task. 	<p>LISTENING OBJECTIVES <i>For Unit 3 objectives, see Week 18.</i></p> <ul style="list-style-type: none"> • Follow most everyday conversations and discussions, provided speech is clearly articulated in standard language or a familiar variety. • 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. 	<p>WRITING OBJECTIVES <i>For Unit 3 objectives, see Week 18.</i></p> <ul style="list-style-type: none"> • 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. 	<p>SPEAKING OBJECTIVES <i>For Unit 3 objectives, see Week 18.</i></p> <ul style="list-style-type: none"> • 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. 	<p>SDG GOALS</p>	<p>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.</p>
<p>UNITS / HOURS PW-3 / 3 HOURS</p> <p>UNIT 3 ON THE MOVE 4 HOURS</p> <p>UNIT 4 CHANGE 17 HOURS</p>					<p>MEDIATION <i>For Unit 3 objectives, see Week 18.</i></p> <ul style="list-style-type: none"> • 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. 	<p>Teacher's notes</p>
<p>GRAMMAR RANGE UNIT 3 Narrative Tenses / Articles & Quantifiers UNIT 4 Future forms / Making predictions</p>				<p>VOCABULARY RANGE UNIT 3 Collocations / Gradable and ungradable adjectives/Nouns ending in -ion UNIT 4 Collocations / Prefixes SEE LH B1+ UNIT 3/4 WORDLIST</p>		
<p>FUNCTIONAL LANGUAGE UNIT 3 Tell a story UNIT 4 Clarifying & Asking for clarifications / Dealing with complaints</p>				<p>PRONUNCIATION UNIT 3 Word stress / Intonation in responses UNIT 4 Contraction of “will” / Linking consonants & Vowels / Intonation & Stress</p>		
<p>ASSESSMENT Project Work 3 (Media Project) – Sharing in class</p>						
<p>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</p>						
<p>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</p>						

PAGE | *

WEEK 21 09.03.2026 10.03.2026 11.03.2026 12.03.2026 13.03.2026	READING OBJECTIVES <u>UNIT 6</u> <ul style="list-style-type: none"> 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. <u>UNIT 7</u> <ul style="list-style-type: none"> Scan straightforward factual texts in magazines, brochures, or on the web to identify their topic and assess practical usefulness. Identify the meaning of unfamiliar words or signs from context, particularly on topics related to their field and interests. Differentiate facts from opinions in texts. 	LISTENING OBJECTIVES <u>UNIT 6</u> <ul style="list-style-type: none"> Distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered clearly in standard language or a familiar variety. 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. <u>UNIT 7</u> <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. 	WRITING OBJECTIVES <u>UNIT 6</u> <ul style="list-style-type: none"> 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 7</u> <ul style="list-style-type: none"> Write texts on topical subjects of personal interest, listing advantages and disadvantages and clearly justifying their opinion. 	SPEAKING OBJECTIVES <u>UNIT 6</u> <ul style="list-style-type: none"> Deliver a prepared presentation on a familiar topic within their field. Explain the main points in an idea or problem with reasonable precision. Give simple reasons to justify a viewpoint on a familiar topic. Develop an argument well enough to be followed without difficulty most of the time. Carry out a prepared interview, including checking and confirming information, occasionally needing repetition if responses are fast or extended. Start and sustain conversations by asking spontaneous questions about special experiences or events and reacting with opinions on familiar subjects. <u>UNIT 7</u> <ul style="list-style-type: none"> Outline similarities and differences clearly (e.g., between products, countries/regions, or plans). Explain the main points in an idea or problem with reasonable precision. Start and sustain conversations by asking spontaneous questions about special experiences or events and reacting with opinions on familiar subjects. Deliver a prepared presentation on a familiar topic within their field. Explain why something is a problem and suggest what to do next. 	SDG GOALS Unit 7 SDGs: <ul style="list-style-type: none"> Understand the main points of a radio show or podcast about food waste. Discuss personal habits and propose solutions to reduce waste. Interpret short texts or infographics about waste and environmental impact. MEDIATION <u>UNIT 6</u> <ul style="list-style-type: none"> Rephrase more complex or technical vocabulary in accessible language for peers. 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. <u>UNIT 7</u> <ul style="list-style-type: none"> Rephrase more complex or technical vocabulary in accessible language for peers. Collaborate in group work by clarifying, suggesting alternatives, and helping others express their ideas. 	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS QUIZ 3 / 1 HOUR						
UNIT 6 SPORTS AND HOBBIES 9 HOURS						
UNIT 7 FOOD 14 HOURS						
GRAMMAR RANGE UNIT 6 Modals of obligation / Present Perfect Continuous/had to - needed to UNIT 7 Modals of speculation & deduction/ Comparatives & Superlatives				VOCABULARY RANGE UNIT 6 Adjectives ending in -ive / Sport / Hobbies & Free time activities UNIT 7 Phrasal verbs / Adjectives to describe food / Waste SEE LH B1+ UNIT 6/7 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 6 Expressing opinion UNIT 7 Making suggestions				PRONUNCIATION UNIT 6 Rhythm: Pausing / "been" weak form / Intonation for expressing opinions UNIT 7 Diphthongs/ Word stress with modals / vowel + w / Suggestions		
ASSESSMENT 11.03.2026 QUIZ 3 - Including LH B1+ Unit 5						
REMINDERS: Omit: 6.2 Speaking Hub (p. 69) – 7.1 Speaking Hub (p.77)						
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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> <ul style="list-style-type: none">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> <ul style="list-style-type: none">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> <ul style="list-style-type: none">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 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS PW-4 / 1 HOUR UNIT 7 FOOD 3 HOURS UNIT 8 INNOVATION 16 HOURS UNIT 9 THE ARTS 4 HOURS					MEDIATION <i>For Unit 7 objectives, see Week 21.</i> <ul style="list-style-type: none">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

REMINDERS: In case you were unable to give instructions for Project Work 4 during the previous week, you can proceed with it this week.

Omit: 9.1 Speaking A/B/C (p. 99) – 9.1 Speaking Hub (p. 101) – Unit 9 Writing Hub (arts event review)

Omit: 10.1 Pronunciation A/B **Omit:** Unit 10 Writing Hub (Report) **Study:** Writing Pack (Chapter 10) – Writing a report

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WEEK 25	READING OBJECTIVES	LISTENING OBJECTIVES	WRITING OBJECTIVES	SPEAKING OBJECTIVES	SDG GOALS	AI GOALS
13.04.2026 14.04.2026 15.04.2026 16.04.2026 17.04.2026	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identify the main reasons for and against an argument or idea in discussions conducted in clear standard language or a familiar variety. Recognize and understand points of view expressed on current topics or within their specialised field, provided the talk is delivered in standard language or a familiar variety. Follow the chronological sequence in extended informal discourse, such as stories or anecdotes. 	<ul style="list-style-type: none"> Compose articles designed to give advice on topics of interest or concern, using clear, persuasive language. 	<ul style="list-style-type: none"> Describe in detail the personal significance of events and experiences. Explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options. Give a clear, prepared presentation on a familiar topic, supporting or opposing a particular point of view. Engage in extended conversations on most general topics in a clearly participatory manner, even in moderately noisy environments. Sustain their opinions in discussions by providing relevant explanations, arguments, and comments. 		SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS SPE 2 / 9 HOURS					MEDIATION <ul style="list-style-type: none"> Summarise extracts from news items, interviews or documentaries containing opinions, arguments and discussions. <div>PAGE</div>	Teacher's notes
GRAMMAR RANGE UNIT 2 Present Perfect Simple&Present Perfect Continuous Used to / Would / Be used to / Get used to			VOCABULARY RANGE UNIT 2 Health and illness / Adverbs of stance / Adverb + adjective SEE LH B2 UNIT 2 WORDLIST			
FUNCTIONAL LANGUAGE			PRONUNCIATION UNIT 2 Connected speech / Catenation - used to			
ASSESSMENT 16.04.2026 / 17.04.2026 SPEAKING EXAM 2						
REMINDERS: Omit: 2.3 Cafe Hub						
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						

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WEEK 27 27.04.2026 28.04.2026 29.04.2026 30.04.2026 01.05.2026	READING OBJECTIVES <ul style="list-style-type: none">● Recognize different structures in discursive texts, such as contrasting arguments, problem–solution presentations, and cause–and–effect relationships.● Determine the tone of texts, identifying whether the author is for or against a particular viewpoint.● Apply various reading strategies to enhance understanding, including identifying main points and using contextual clues to check comprehension.● Deduce the meaning of unknown words and phrases, including idioms, similes, and metaphors, by analyzing prefixes, suffixes, and context.	LISTENING OBJECTIVES <ul style="list-style-type: none">● Identify the main reasons for and against an argument or idea in discussions conducted in clear standard language or a familiar variety.● Follow complex lines of argument in clearly articulated lectures, especially on reasonably familiar topics.	WRITING OBJECTIVES <ul style="list-style-type: none">● Write essays or reports presenting arguments for and against a particular viewpoint, explaining advantages and disadvantages of various options.● Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic).	SPEAKING OBJECTIVES <ul style="list-style-type: none">● Give clear, detailed descriptions on a wide range of subjects related to their field of interest.● Explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.● Construct a chain of reasoned arguments to support or oppose a point of view.● Present arguments for and against different options, clearly outlining advantages and disadvantages.● Take an active part in informal discussions in familiar contexts by commenting, clearly expressing viewpoints, evaluating alternatives, and making or responding to hypotheses.● Express ideas and opinions with precision and respond convincingly to complex arguments.● Sustain their opinions in discussions by providing relevant explanations, arguments, and comments.● Outline an issue or problem clearly, speculate about causes or consequences, and weigh the advantages and disadvantages of different approaches.● 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 ACH 3 / 5 HOURS OFFICIAL HOLIDAY 4 HOURS UNIT 4 THE FUTURE 15 HOURS						MEDIATION <ul style="list-style-type: none">● Summarise the plot and sequence of events in a film or play.	Teacher’s notes
GRAMMAR RANGE UNIT 4 Future forms				VOCABULARY RANGE UNIT 4 Noun+preposition / Noun&verbs with the same spelling / Intensifiers SEE LH B2 UNIT 4 WORDLIST			
FUNCTIONAL LANGUAGE				PRONUNCIATION UNIT 4 Noun&verbs with the same spelling / Intonation with intensifiers			
ASSESSMENT 30.04.2026 ACHIEVEMENT 3 - Including LH B2 Unit 3							
REMINDERS: 01.05.2026 OFFICIAL HOLIDAY Omit: 4.2 Speaking Hub / 4.3 Cafe Hub / Unit 4 Writing Hub (For and Against blog post) Study: Writing Pack (Chapter 11) - For and Against Essays							
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							

PAGE *

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. 	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. <p>MEDIATION</p> <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>	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS WQ 4 / 1 HOUR	UNIT 6 COMING OF AGE 16 HOURS					
	UNIT 7 COMMUNITY 7 HOURS					
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 Cafe 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)						
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WEEK 30 18.05.2026 19.05.2026 20.05.2026 21.05.2026 22.05.2026	READING OBJECTIVES <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Understand detailed instructions well enough to follow them successfully. <i>For Unit 8 objectives, see Week 31.</i>	WRITING OBJECTIVES	SPEAKING OBJECTIVES <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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 <

WEEK 31 01.06.2026 02.06.2026 03.06.2026 04.06.2026 05.06.2026	READING OBJECTIVES UNIT 8 <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. UNIT 9 <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 UNIT 8 <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. UNIT 9 <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 UNIT 8 <ul style="list-style-type: none">Describe in detail the personal significance of events and experiences. UNIT 9 <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 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS QUIZ 4 / 1 HOUR	UNIT 8 MYSTERY 12 HOURS				MEDIATION UNIT 8 <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. UNIT 9 <ul style="list-style-type: none">Summarise the plot and sequence of events in a film or play.	Teacher's notes
UNIT 9 BUSINESS 11 HOURS						PAGE
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 08.06.2026 09.06.2026 10.06.2026 11.06.2026 12.06.2026	READING OBJECTIVES <i>For Unit 9 objectives, see Week 31.</i> <ul style="list-style-type: none"> Recognize different structures in discursive texts, such as contrasting arguments, problem–solution presentations, and cause–and–effect relationships. Determine the tone of texts, identifying whether the author is for or against a particular viewpoint. Apply various reading strategies to enhance understanding, including identifying main points and using contextual clues to check comprehension. Deduce the meaning of unknown words and phrases, including idioms, similes, and metaphors, by analyzing prefixes, suffixes, and context. 	LISTENING OBJECTIVE S <i>For Unit 9 objectives, see Week 31.</i> <ul style="list-style-type: none"> Identify the main reasons for and against an argument or idea in discussions conducted in clear standard language or a familiar variety. Understand detailed instructions well enough to follow them successfully. 	WRITING OBJECTIVES <i>For Unit 9 objectives, see Week 31.</i> <ul style="list-style-type: none"> Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic). Produce essays or reports that develop an argument systematically, highlighting significant points and supporting them with relevant details. 	SPEAKING OBJECTIVES <i>For Unit 9 objectives, see Week 31.</i> <ul style="list-style-type: none"> Give clear, detailed descriptions on a wide range of subjects related to their field of interest. Explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options. Construct a chain of reasoned arguments to support or oppose a point of view. Give a clear, prepared presentation on a familiar topic, supporting or opposing a particular point of view. Present arguments for and against different options, clearly outlining advantages and disadvantages. Take an active part in informal discussions in familiar contexts by commenting, clearly expressing viewpoints, evaluating alternatives, and making or responding to hypotheses. Express ideas and opinions with precision and respond convincingly to complex arguments. Sustain their opinions in discussions by providing relevant explanations, arguments, and comments. Outline an issue or problem clearly, speculate about causes or consequences, and weigh the advantages and disadvantages of different approaches. 	SDG GOALS <ul style="list-style-type: none"> Write an opinion essay on gender stereotypes in advertising. 	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS UNIT 9 BUSINESS 6 HOURS UNIT 10 MEDIA 18 HOURS					MEDIATION <i>For Unit 9 objectives, see Week 31.</i> <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 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. 	Teacher’s notes
GRAMMAR RANGE UNIT 9 Relative Clauses / Determiners&Quantifiers UNIT 10 Reported Speech / Reporting Verbs				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		
FUNCTIONAL LANGUAGE				PRONUNCIATION UNIT 9 Connected speech (determiners&quantifiers) UNIT 10 Using intonation to attract and keep interest		
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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