MUĞLA SITKI KOÇMAN UNIVERSITY SCHOOL OF FOREIGN LANGUAGES 2025-26 ACADEMIC YEAR PROGRAMME 1 SYLLABUS AND PACING

ORIENTATION	READING OBJECTIVES For Unit 2 objectives, see Week 2. 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,	LISTENING OBJECTIVES For Unit 2 objectives, see Week 2. • Follow short, simple social exchanges delivered clearly and slowly.	WRITING OBJECTIVES For Unit 2 objective Week 2. • Fill in forms with and basic details open a bank accessend a parcel by delivery). • Review short, sin to correct basic punctuation/capi	n personal (e.g., to ount or recorded mple texts	SPEAKING OBJECTIVES For Unit 2 objectives, see Week 2. Use simple, polite forms of greeting, address, and farewell. Establish social contact (e.g., greetings, introductions, thanking). Participate in short conversations in routine contexts on familiar topics.	SDG GOALS MEDIATION	AI GOALS X WRITING 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. TEACHER'S NOTES
5 HOURS A2 UNIT 1 ARRIVALS 15 HOURS UNIT 2	 and culture that use simple language. Understand main points of short texts on everyday topics (e.g., lifestyle, hobbies, sports, weather). 						PAGE
4 HOURS GRAMMAR RANG	GE UNIT 1 Present Simple be this-that-these-those			VOCAB		Family/Describing appearan	nce/Personality adjectives
	NGUAGE UNIT 1 Greetin UNIT 2 Making		ons	PRONU intonation	NCIATION UNIT 1 Syllab	HA2 UNIT 1/2 WORDLIS le stress/ Similar numbers / a/Contracted have/Syllable s	Vowel sounds/Word stress
ASSESSMENT				_			
REMINDERS:							
SUGGESTIONS For	r suggestions on strategies, meth	nodologies, and communicati	ve activities for teacl	ning gramma	r, vocabulary, and skills, please	click on the link:	

WEEK 2	READING	LISTENING	WRITING OBJECTIV	ES	SPEAKING	SDG GOALS	AI GOALS X
WEEK 2 22.09.2025 23.09.2025 24.09.2025 25.09.2025 26.09.2025 UNIT 2 PEOPLE 10 HOURS UNIT 3 DAYS 14 HOURS	OBJECTIVES UNIT 2 • 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. UNIT 3 • 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 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,	CISTENING OBJECTIVE S UNIT 2 Follow short, simple social exchanges delivered clearly and slowly. UNIT 3 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 OBJECTIV UNIT 2 Write short emails or letters to in themselves and convey routine prinformation. Produce short, simple texts on fatopics of personal interest, linking with basic connectors such as "a "but", "because", and "then." Engage in basic online social communication (e.g., writing a media post, sharing news, or complans to meet). Describe their family, living conceducational background, or present job using simple phrases a sentences. Write short notes, emails, or text messages to send or reply to an invitation, or to confirm or changarrangement. UNIT 3 Write short diary entries described daily routines, outings, hobbie people, and places using concentration of personal interest, linking with basic connectors su "and", "but", "because", and "	ntroduce personal amiliar ng ideas and", social afirming aditions, ent/most and t ge an sibing es, rete res. I familiar king ach as	OBJECTIVES UNIT 2 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. UNIT 3 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.	MEDIATION UNIT 3 Use very simple language to summarize or paraphrase a message/text. Handle disagreement/difficulty using simple phrases.	AT 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. TEACHER'S NOTES PAGE
		itive/Adverbs of freq	uency/Present Simple negative		SEE LH	Everyday activities/Prepositions of A2 UNIT 2/UNIT 3 WORDLIS	f time/Big celebrations T
	NGUAGE UNIT 2 Making UNIT 3 Making and			PRON		Contracted have/Syllable stress: a erson -s/Word stress/Sentence stre	
ASSESSMENT:							
REMINDERS:							
SUGGESTIONS For	r suggestions on strategies, meth	nodologies, and comm	nunicative activities for teaching	grammar.	vocabulary, and skills, please click	on the link:	

WEEK 3	READING OBJECTIVES	LISTENIN	WRITING	SPEAKING	SDG GOALS	AI GOALS X
					SDG GOALS	
29.09.2025 30.09.2025 01.10.2025 02.10.2025 03.10.2025	UNIT 4 • 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 • 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	G OBJECTIV ES UNIT 4 Follow short, simple social exchanges delivered clearly and slowly. UNIT 5 Follow short, simple social exchanges delivered clearly and slowly. Understand simple	OBJECTIVES UNIT 4 Ask for or excharation in shemails, letters, or messages. Review short, sintexts to correct be punctuation. Notice and correstrequent spelling in familiar words Use a basic checkler revise simple senstructure. Exchange inform short emails, letted text messages by responding to que (e.g., about a pro	ort text onge ort text ongle o	MEDIATION UNIT 4	READING 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. TEACHER'S NOTES
PW1/1 HOUR UNIT 4 WORK AND EDUCATION 14 HOURS UNIT 5 PLACES 9 HOURS	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	directions on how to get from one place to another, on foot or using public transport.	activity). UNIT 5 Write short, simp descriptions of evaspects of their environment (e.g people, places, a study experience linked sentences.	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 some or place.	Handle disagreement/difficulty using simple phrases. UNIT 5 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
	NGE UNIT 4 Present Simple yes/no ques have to/Question words UNIT 5 There is-are/Can/Imperativ		rs/have to-don't	city/Ad	Work and jobs/Time expressions/E Rooms and furniture; prepositions jectives to describe the appearance of A A2 UNIT 4/UNIT 5 WORDLIST	of place/places in a town or of things
	LANGUAGE UNIT 4 Asking for some UNIT 5 Asking for and g		nessage	PRONUNCIATION UNIT 4 Linkin questions/Stres UNIT 5 Conso		h: have to/Word stress:
ASSESSMENT						
REMINDERS: P	roject Work 1 (Introducing your hometo	own) - Instruction	Omit: 5.3 Sp	eaking Hub		
SUGGESTIONS	For suggestions on strategies, methodolog	ies, and communica	ative activities for tea	ching grammar, vocabulary, and skills, please	se click on the link:	

WEEK 4	READING OBJECTIVES	LISTENING	WRITING	SPEAKING	SDG GOALS	AI GOALS
06.10.2025 07.10.2025 08.10.2025 09.10.2025 10.10.2025 10.10.2025 UNITS / HOURS UNIT 5 PLACES 5 HOURS UNIT 6 THAT'S ENTERTAINME NT 14 HOURS UNIT 7 TRAVEL AND TRANSPORT 5 HOURS	For Unit 5 objectives, see Week 3 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. For Unit 7 objectives, see Week 5	OBJECTIVES For Unit 5 objectives, see Week 3 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. For Unit 7 objectives, see Week 5	OBJECTIVES For Unit 5 objectives, see Week 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. For Unit 7 objectives, see Week 5	OBJECTIVES For Unit 5 objectives, see Week 3 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. For Unit 7 objectives, see Week 5	MEDIATION For Unit 5 objectives, see Week 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. For Unit 7 objectives, see Week	SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES Teacher's notes
GRAMMAR RANG	GE UNIT 5: There is-are/Can/Imperat UNIT 6: Likes and dislikes/was-wer UNIT 7: Could/Past Simple negative NGUAGE UNIT 5: Asking for and UNIT 6: Asking for and UNIT 7: Checking in an	e/Past Simple regular and irregular e/Past Simple questions giving directions giving opinions	verbs	city/Adjectives UNIT 6: Enter UNIT 7: Trans SEE LH A2 U ATION UNIT 5: Consonant s adjectives/Stress and UNIT 6: Word stress regular endings	s and furniture; prepositions of place to describe the appearance of things tainment/Past time expressions/Life apport/Travel phrases/Verb phrases NIT 5/UNIT 6/UNIT 7 WORDLIS counds(b-d-g)/Weak forms: can-can intonation : noun patterns/Weak forms: was-we-sounds/Word stress: cities/Connecte	events T 't/Word stress: ere/Past Simple

ASSESSMENT

REMINDERS: Omit: 5.3 Speaking Hub / 6.4. Cafe Hub Pronunciation & Speaking parts

WEEK 5	READING OBJECTIVES	LISTENING	WRITING	SPEAKING OBJECTIVES	SDG GOALS	AI
13.10.2025 14.10.2025 15.10.2025 16.10.2025 17.10.2025	 UNIT 7 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. 	OBJECTIVES UNIT 7 Identify the general topic of discussion in conversations conducted slowly and clearly. Follow short, simple	OBJECTIVES UNIT 7 • 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	 UNIT 7 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, 	UNIT 8 Talk about healthy and unhealthy food choices in simple terms, share their own eating habits, and suggest simple ways to have a healthier diet.	GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTI VES
UNITS / HOURS QUIZ 1 / 1 HOUR UNIT 7 TRAVEL AND TRANSPORT 9 HOURS UNIT 8 FOOD AND DRINK 14 HOURS	Understand short narratives and descriptions of someone's life composed in simple language. UNIT 8 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.	of discussion in conversations conducted slowly and clearly. Follow short, simple social exchanges delivered clearly and slowly. 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.	"and", "but", "because", and "then." • Write short, basic descriptions of past activities, events, and personal experiences.	and eating. • Ask for and provide basic information (e.g., quantities, prices, times). UNIT 8 • 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.	MEDIATION <u>UNIT 8</u> Pass on straightforward information (e.g., bus timetables, classroom instructions) to another person using simple phrases.	Teacher's notes PAGE
GRAMMAR RANG	GE UNIT 7 Could/Past Simple negative/Past UNIT 8 Countable and uncountable noullot of/a-an, the, no article		VOCABULARY R	RANGE UNIT 7 Transport/Travel phrases/ UNIT 8 Food and drink/Container SEE LH A2 UNIT 7/UNIT 8 WO	rs/Food preparation	
FUNCTIONAL LA	NGUAGE UNIT 7 Checking in and out of UNIT 8 Ordering food in a res			N UNIT 7 Diphthong sounds/Word stress: c questions NIT 8 Plurals/Short and long vowel sounds/C	•	

ASSESSMENT 15.10.2025 QUIZ 1 - Including Unit 6

REMINDERS: Omit: UNIT 8 - Writing Hub- Online Restaurant Review

WEEK 6 20.10.2025 21.10.2025	READING OBJECTIVES <u>UNIT 9</u> • Understand simple personal letters, emails, or posts about familiar	LISTENING OBJECTIVES UNIT 9 Catch the main point in short clear	WRITING OBJECTIVES UNIT 9 Produce short simple	SPEAKING OBJECTIVES UNIT 9	SDG GOALS	AI GOALS SEE
22.10.2025 23.10.2025 24.10.2025 UNITS / HOURS PW-1 / 3 HOURS	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. UNIT 10 • Understand texts describing people, places, everyday life, and culture that	 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. 	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. UNIT 10 Make short, descriptive online postings about everyday matters, social activities, or feelings using simple key details.	 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 	MEDIATION UNIT 9	WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIV ES Teacher's
	UNIT 10 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.	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/capitalizati on.	offices, banks). UNIT 10 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.	 Take simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and notetaking. UNIT 10 Take simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and notetaking. 	PAGE	
	GE UNIT 9 Present Continuous/Present Object Pronouns UNIT 10 Comparatives/Superlative	ss/Verb + to + infinitive	VOCABULARY	RANGE UNIT 9 Clothes/Prese UNIT 10 Landscape fo SEE LH A2 UNIT 9/0	eatures/Seasons and weather/Phras	
FUNCTIONAL LA	NGUAGE UNIT 9 Shopping for clo UNIT 10 Making and res	othes sponding to invitations	PRONUNCIATIO	ON UNIT 9 Vowel and consonan UNIT 10 Weak forms: schwa intonation	t sounds/Connected speech a in <i>than/</i> Diphthongs/Weak forms/	Stress and
	ject Work 1 (Introducing your homet					
	it: UNIT 9 - Writing Hub - Social Me or suggestions on strategies, methodolog			<u> </u>		

WEEK 7	READING	LISTENING	WRITI	NG	SPEAKING	SDG GOALS	AI GOALS	
27.10.2025	OBJECTIVES	OBJECTIVES	OBJEC	TIVES	OBJECTIVES		SEE	
28.10.2025	For Unit 10 objectives, see	For Unit 10 objectives, see	For Unit	<u>10 objectives,</u>	For Unit 10 objectives,		WEEK 1	
29.10.2025	Week 6	<u>Week 6</u>	see Week		see Week 6		WEEK2	
30.10.2025	<u>UNIT 11</u>	<u>UNIT 11</u>	<u>UNIT 11</u>		<u>UNIT 11</u>		WEEK 3	
	 Understand main points 	 Identify the general topic 		in basic online	• Ask for and give advice.		FOR ALL AI	
31.10.2025	of short texts on everyday	of discussion in		ommunication	Ask and answer		OBJECTIVES	
	topics (e.g., lifestyle,	conversations conducted		nding a simple	questions about events			
	hobbies, sports, weather).	slowly and clearly.		on a virtual	and experiences (e.g.,			
	• Identify specific	• Extract key information		aring news, or	where and when it			
UNITS / HOURS	information in simpler material like letters.	from short broadcasts		ing plans to	happened, who was	MEDIATION	Teacher's notes	
CIVIID/ HOCKS	brochures, and short news	(e.g., weather forecasts, concert announcements,	meet).	e simple emails	there, what it was like). • Express likes, dislikes,	For Unit 10 objectives, see	Teacher 5 hotes	
OFFICIAL	articles describing events.	sports results), if speech is	_	to make a	and preferences with	Week 6		
OFFICIAL	Understand short	clear and predictable.		endation.	simple reasons and	UNIT 11		
HOLIDAY	narratives and	• Follow short, simple	recomm	chation.	comparisons.	• Handle		
10 HOURS	descriptions of someone's	social exchanges			• Ask and answer	disagreement/difficulty		
	life composed in simple	delivered clearly and			questions about plans,	using simple phrases.		
UNIT 10	language.	slowly.			intentions, and personal			
THE GREAT	Understand main points in	Understand basic			experiences.			
OUTDOORS	short news items on topics	instructions involving			• Ask for and provide			
6 HOURS	of personal interest (e.g.,	times, dates, numbers, and			basic information (e.g.,			
UHOUKS	sport, celebrities).	routine classroom or task-			quantities, prices,			
		related procedures.			times).			PAGE
UNIT 11								MEDO
THE BODY							'	K // L 137
8 HOURS								
GRAMMAR RANG	GE UNIT 10 Comparatives/Sup	perlatives/Verb + to + infinitive		VOCABUL	ARY RANGE UNIT 10 I	Landscape features/Seasons and	weather/Phrasal verbs	
		dn't/Present Perfect/Present Per				body/Irregular past participles/S		
	Past Simple						1	
FUNCTIONAL LA	NGUAGE UNIT 10 Making	and responding to invitations		PRONUNC	IATION UNIT 10 Weak fo	orms: schwa in than/Diphthongs	s/Weak forms/Stress and into	nation
	UNIT 11 Asking				UNIT 11 Sentence	e stress/Past participles/Contrac	ctions/Stress and intonation	
					SEE LH A2 UNI	T 10/UNIT 11 WORDLIST		
ASSESSMENT								
REMINDERS: 29.1	0.2025 OFFICIAL HOLIDAY	Omit: UNIT 11.3 Speaking I	Hub					

WEEK 8	READING	LISTENING	WRITIN	G	SPEAKING	SDG GOALS	AI GOALS
03.11.2025	OBJECTIVES	OBJECTIVES	OBJECT	IVES	OBJECTIVES		SEE
04.11.2025	For Unit 11 objectives, see	For Unit 11 objectives, see	For Unit 11	objectives,	For Unit 11 objectives,		WEEK 1
05.11.2025	<u>Week 7</u>	<u>Week 7</u>	<u>see Week 7</u>		<u>see Week 7</u>		WEEK2
06.11.2025		LDUTE 12			LINUTE 12		WEEK 3
07.11.2025	UNIT 12	UNIT 12 Catch the main point in			<u>UNIT 12</u> ■ Agree and disagree		FOR ALL AI
77.11.2025	Understand main points	short, clear, simple			with others.		OBJECTIVES
	of short texts on everyday topics (e.g.,	messages and			 Discuss plans, make 		
UNITS / HOURS	lifestyle, hobbies,	announcements.			arrangements to meet,	MEDIATION	Teacher's notes
	sports, weather).	 Extract key information 			and talk about what to	For Unit 11 objectives, see	reacher's notes
WQ 1/1 HOUR	Identify specific	from short broadcasts			do in the evening or	Week 7	
	information in simpler	(e.g., weather forecasts,			on weekends.	WEEK 7	
UNIT 11	material like letters,	concert announcements, sports results), if speech			 Ask and answer questions about plans, 	<u>UNIT 12</u>	
THE BODY	brochures, and short news articles describing	is clear and predictable.			intentions, and	Handle	
6 HOURS	events.	 Understand, in 			personal experiences.	disagreement/difficulty	
	events.	interviews or			 Respond to simple 	using simple phrases.	
UNIT 12		conversations, what			statements and		
MODERN LIVES		people say about their			questions in an		
14 HOURS		free time, likes, and			interview context.		
		dislikes when spoken slowly and clearly.			 Participate in short conversations in 		
REVISION		 Recognize agreement or 			routine contexts on		DAGE
3 HOURS		disagreement in slow,			familiar topics.		PAGE
SHOOKS		clear conversations.					MEDO
	Simple UNIT 12 Going to/Will for		fect vs Past		UNIT 12 Fu SEE LH A2	UNIT 11/UNIT 12 WORDLI	ons with <i>get</i> /Internet communication ST
FUNCTIONAL LA	NGUAGE UNIT 11 Asking			PRONUN		ence stress/Past participles/Contr	
	UNIT 12 Showin	g interest in something				g to: weak and strong to/Contrac	ctions: 'll/Diphthongs/Stress and
					intonation		
ASSESSMENT 05.1	1.2025 WRITING QUIZ 1 - I 1	ncluding LH A2 Unit 10					
		2 Writing Hub (Hotel Reservation					

WEEK 9	READING	LISTENING	WRITING		SPEAKING	SDG GOALS	AI GOALS	
17.11.2025	OBJECTIVES	OBJECTIVES	OBJECTIVES		OBJECTIVES	UNIT 2	SEE	
18.11.2025	UNIT 1	UNIT 1	UNIT 1		UNIT 1	 Describe your ideal 	WEEK 1	
	Understand straightforward	Follow most everyday	Produce a short, stre	uctured text on	Enter unprepared into	city with sustainable	WEEK2	
19.11.2025	personal letters, emails, or	conversations and	a topic of personal i		conversations on familiar	transport and parks.	WEEK2 WEEK 3	
20.11.2025	postings giving relatively	discussions, provided the	advantages and disa		topics.			
21.11.2025	detailed accounts of events	speech is clearly articulated	expressing and justi	ifying	 Express how they are 		FOR ALL AI	
21,11,2020	and experiences.	in standard language or a	opinions.		feeling using very basic		OBJECTIVES	
	Find and understand relevant	familiar variety.	Re-read their own to		expressions.			
	information in everyday	Understand most recorded or	for common gramm		Ask for and provide			
	materials such as letters,	broadcast material on topics of personal interest, delivered	(e.g., verb tense cor		personal information.Maintain a conversation or			
	brochures, and short official documents.	in clear standard language.	 subject-verb agreen Use a model or chec 					
	Make basic inferences or	Understand the main points	content organization		discussion, though sometimes may struggle to	A CERTA DE CAT	T	
UNITS / HOURS	predictions about text content	of straightforward	Edit for coherence b		express exactly what they	MEDIATION	Teacher's notes	
PW-2 / 1 HOUR	from headings, titles, or	monologues (e.g., guided	simple linking word	ls (e.a. then	want.	<u>UNIT 1</u>		
	headlines.	tours), delivered clearly and	because, however).	is (e.g., men,	UNIT 2	 Collaborate on a 		
B1	UNIT 2	relatively slowly.	UNIT 2		Give a short, prepared	shared task, e.g.		
	Recognize significant points	UNIT 2	Produce a short, stre	uctured text on	presentation on a familiar	formulating and		
UNIT 1	in straightforward news	 Understand main points and 	a topic of personal i	interest, listing	topic using simple language.	responding to		
RELATIONSHIP	articles on familiar subjects.	important details in stories	advantages and disa	dvantages and	Give and seek personal	suggestions, asking		
S	Find and understand relevant	and narratives (e.g., holiday	expressing and justi	ifying	views and opinions on	whether people		
~	information in everyday	descriptions), provided the	opinions.		topics of interest.	agree, and proposing		
13 HOURS	materials such as letters,	delivery is slow and clear.	Re-read their own to		Enter unprepared into	alternative		
	brochures, and short official	Understand most recorded or	for common gramm		conversations on familiar	approaches		
UNIT 2	documents.	broadcast material on topics	(e.g., verb tense cor		topics.	approuches		D 4 6 5
	Understand descriptions of	of personal interest, delivered	subject-verb agreen		• Offer advice on simple			PAGE
LIVING	places, events, feelings, and	in clear standard language.	 Use a model or checontent organization 		matters within their field of experience.			MEDCE
10 HOURS	perspectives in narratives, travel guides, and magazine		Edit for coherence b		experience.			
	articles using common		simple linking word					
	everyday language.		because, however).	is (e.g., inch,				
CDAMMAD DANG		1 11 / 7 1 6	, , , , , , , , , , , , , , , , , , , ,	VOCADIII	ADV DANCE INITA D	1 /D 1 /: 1: /D	1:. 1: .: /	
GRAMIMAR RANG	GE UNIT 1 Questions / Freque			VOCABUI	LARY RANGE UNIT 1 P		onality adjectives /	
	UNIT 2 Adverbs of degree / P	resent Simple&Present Continu	uous / Past Simple			s+prepositions		
						escribing places / Verb+pr		
						<mark>B1 UNIT 1/UNIT 2 WOR</mark>		
FUNCTIONAL LA	NGUAGE UNIT 1 Greeting	people / Giving personal inforr	nation / Making	PRONUNO	CIATION UNIT 1 The alph	abet / Using a dictionary /	Word stress	
	introductions					two-syllable adjectives / C		ginning
	UNIT 2 Asking for	or and giving advice				Simple irregular verbs	*	
ACCECCMENT		<u> </u>						

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

WEEK 10 24.11.2025 25.11.2025 26.11.2025 27.11.2025 28.11.2025 UNITS / HOURS ACH 1 / 4 HOURS UNIT 2 LIVING 3 HOURS UNIT 3 TRAVEL 14 HOURS UNIT 4 SOCIALISING 3 HOURS	READING OBJECTIVES For Unit 2 objectives, see Week 9 UNIT 3 • 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. For Unit 4 objectives, see Week 11	USTENING OBJECTIVES For Unit 2 objectives, see Week 9 UNIT 3 • 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. For Unit 4 objectives, see Week 11	WRITING OBJECTIV For Unit 2 obje Week 9 UNIT 3 • Describe a re event—real of imagined—us connected ser • Understand d of events, fee wishes in per letters well er maintain regu corresponden with a pen fri • Write detailed of personal es expressing fer reactions in straightforwal language. • Use a model of checklist to re content organ	cent trip or or sing ntences. lescriptions lings, and sonal nough to alar oce (e.g., end). d accounts experiences, elings and or evise nization.	SPEAKING OBJECTIVES For Unit 2 objectives, see Week 9 UNIT 3 • 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. For Unit 4 objectives, see Week 11	MEDIATION UNIT 3 • 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. For Unit 4 objectives, see Week 11	AI GOALS SEE WEEK 1 WEEK 2 WEEK 3 FOR ALL AI OBJECTIVES Teacher's notes
Object Q.		ontinuous&Past Simple / Gerun to, Present Continuous &will / S	nds&Infinitives		UNIT 3 T UNIT 4 F <mark>SEE LH I</mark>	2 Describing places / Verb+prepayers of transport / Prefixes / According / Suffixes / Relaxing 31 UNIT 2/UNIT 3/UNIT 4 WO is in two-syllable adjectives / Con	ommodations & Facilities RDLIST

words / Past Simple irregular verbs

UNIT 4 Going to / Will / Won't / Linking a consonant to a vowel

UNIT 3 Consonants /was-were /

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:

UNIT 3 Ask for travel information and check understanding

UNIT 4 Making arrangements to meet someone

WEEK 11	READING	LISTENING	TENING WRITING		SPEAKING	SDG GOALS	AI GOALS
01.12.2025	OBJECTIVES	OBJECTIVES	OBJECTI	IVES	OBJECTIVES		SEE
02.12.2025 03.12.2025 04.12.2025 05.12.2025 UNITS / HOURS UNIT 4 SOCIALISING 11 HOURS	UNIT 4 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. UNIT 5 Understand standard formal correspondence and online postings within their professional area of interest. Understand descriptions of places, events, feelings, and perspectives in	UNIT 4 • 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. UNIT 5 • Distinguish between main ideas and supporting details in standard lectures on familiar subjects, if clearly articulated.	UNIT 4 ■ Write basic of a factual request infor for/give con: ■ Express difficand provide of personal of feelings in lowriting. ■ Post short or social events activities, in references to media (e.g., and share peor feelings. UNIT 5 ■ Write a basic	emails or letters nature (e.g. to mation or ask firmation). erent opinions detailed accounts experiences and etters or online nline accounts of s, experiences, or cluding o embedded links, photos), rrsonal reactions	 UNIT 4 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. UNIT 5 	MEDIATION UNIT 4 • Summarize the main points from a short written or spoken text (e.g., a brochure, a short video, a conversation). UNIT 5 • Summarize the main points	SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES Teacher's notes
UNIT 5 WORK 13 HOURS	events, teetings, 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.	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.	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.		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.	 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). 	PAGE
	GE UNIT 4 Future forms: going to, P Object Q. UNIT 5 Modals of ability, obligat Present Perfect with for and since NGUAGE UNIT 4 Making arrang	tion, necessity and permissio			ARY RANGE UNIT 4 Free time UNIT 5 Work colloca SEE LH B1 UNIT 4/	tions / Adjectives for appearar UNIT 5 WORDLIST	
interview ASSESSMENT	UNIT 5 Giving information		job			V) /can,can't, must, mustn't / h	

WEEK 12	READING	LISTENING	WRITING	Ĵ	SPEAKING	SDG GOALS	AI GOALS	
08.12.2025	OBJECTIVES	OBJECTIVES	OBJECT	IVES	OBJECTIVES		SEE	
09.12.2025	<u>UNIT 6</u>	UNIT 6	UNIT 6		<u>UNIT 6</u>	<u>UNIT 6</u>	WEEK 1	
10.12.2025	 Find and understand relevant 	 Follow short talks on familiar 		ed accounts of	Give a short, prepared	• Understand a short talk on ways	WEEK2	
	information in everyday	topics in outline form when	personal ex		presentation on a familiar topic	to stay mentally and physically	WEEK 3	
11.12.2025	materials such as letters, brochures, and short official	delivered clearly in standard language or a familiar variety.	expressing	eelings and straightforward	using simple language.Give simple reasons to support	healthy.	FOR ALL AI	
12.12.2025	documents.	Generally follow the main	language.	strangintionward	a viewpoint on a familiar issue		OBJECTIVES	
	Recognize significant points	points of extended discussions	Give straight	tforward	(e.g., school, hobbies, travel).		ODJECTIVES	
	in straightforward news	around them, if delivered		on a range of	Indicate a health problem			
	articles on familiar subjects.	clearly.	familiar sub		simply, possibly with gestures			
	Understand important	Understand main points of news	their field o		or body language.			
	information in simple, clearly	bulletins and simpler recorded	Express diffinant and provide	erent opinions	Offer advice on simple matters	7.555.5		
UNITS / HOURS	drafted adverts in newspapers or magazines, provided	material on familiar subjects, delivered relatively slowly and	and provide accounts of		within their field of experience. UNIT 7	MEDIATION	Teacher's	
	abbreviations are minimal.	clearly.		and feelings in	• Enter unprepared into	UNIT 6	notes	
UNIT 6	UNIT 7	<u>UNIT 7</u>	letters or on		conversations on familiar topic.	Use visual aids (e.g., charts or diagrams) to help others understand		
HEALTH	 Recognize significant points 	Understand main points and	UNIT 7	very brief reports in a lard, conventional	• Relate the main points of a	information.		
14 HOURS	in straightforward news	important details in stories and			rief reports in a bo	book or film they have seen or	UNIT 7	
14 HOURS	articles on familiar subjects.	narratives (e.g., holiday			read and describe their reaction	Clarify the meaning of unfamiliar		
	 Identify agreement, disagreement, or uncertainty 	descriptions), provided the delivery is slow and clear.	factual info		in simple terms.Give a short, prepared	words or phrases using simpler terms		
UNIT 7	expressed in texts.	Understand the main points of		s for actions.	presentation on a familiar topic	or examples.		
MIND	Understand descriptions of	straightforward monologues		oic using a short	using simple language.	Collaborate on a shared task, e.g. formulating and responding to		
10 HOURS	places, events, feelings, and	(e.g., guided tours), delivered	report or po		Maintain a conversation or	suggestions, asking whether people		
TOHOCKS	perspectives in narratives,	clearly and relatively slowly.		y visuals such	discussion, though sometimes	agree, and proposing alternative		
	travel guides, and magazine	Understand simple technical		ohs and short	may struggle to express exactly	approaches.	PAGE	
	articles using common everyday language.	information such as operating instructions for everyday	text blocks.		what they want.	Can interpret and describe overall	MEDO	
	everyday fanguage.	equipment.				trends shown in simple diagrams (e.g.		
		ечириен.				graphs, bar charts).		
CRAMMAR RANG	F UNIT 6 Quantifiers too, en	ough / -ing forms / Present Perfect		VOCABIII	ARV RANGE UNIT 6 Min	or illnesses / Exercise / Food groups		
	(just/already/yet)	ough? mg forms? I resent I effect		V O CALDO		ings / Shortened words / Phrasal Verbs		
	UNIT 7 Articles / Used to					UNIT 6/UNIT 7 WORDLIST		
FUNCTIONAL LA	NGUAGE UNIT 6 Talking	about your symptoms		PRONUNG	CIATION UNIT 6 Vowels			
		an object and say what you use it	for		UNIT 7 used to / pra	acticing 'the'		
ASSESSMENT		, , , , , , , , , , , , , , , , , , ,			*			
DEMINDEDS, O4	: 7.1 Pronunciation / 7.2 Spe	politina						
KEMINDEKS: Omit	: 7.1 Fromuncianon / 7.2 Spe	aking						

WEEK 13 15.12.2025 16.12.2025 17.12.2025 18.12.2025 19.12.2025 UNITS / HOURS QUIZ 2 / 1 HOUR UNIT 7 MIND 4 HOURS UNIT 8 ART 14 HOURS UNIT 9 MONEY 5 HOURS	READING OBJECTIVES For Unit 7 objectives, see Week 12 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. For Unit 9 objectives, see Week 14	LISTENING OBJECTIVES For Unit 7 objectives, see Week 12 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. For Unit 9 objectives, see Week 14	WRITING OBJECTIVES For Unit 7 objecti see Week 12 For Unit 9 objecti see Week 14	<u>Ves.</u> For Unit 7 objectives, see Week 12 UNIT 8 • Give and seek personal views and opinions on topics of interest.	MEDIATION For Unit 7 objectives, see Week 12 UNIT 8 • Clarify the meaning of unfamiliar words or phrases using simpler terms or examples. For Unit 9 objectives, see Week 14	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES Teacher's notes	
GRAMMAR RANG	UNIT 9 Second Conditional / NGUAGE UNIT 7 Describe UNIT 8 Show int	clothes / Asking for a refund /	erunds e it for	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 PRONUNCIATION UNIT 7 used to / practicing 'the' UNIT 8 Consonant clusters/ Vowels 1-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)

WEEK 14	READING OBJECTIVES	LISTENING	WRITIN	lG	SPEAKING OBJECTIVES	SDG GOALS	AI
22.12.2025 23.12.2025 24.12.2025 25.12.2025 26.12.2025 UNITS / HOURS PW-2 / 3 HOURS UNIT 9 MONEY 11 HOURS UNIT 10 SCIENCE AND TECHNOLOGY 10 HOURS	UNIT 9 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 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	OBJECTIVES UNIT 9 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 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.	OBJECT UNIT 9 Give stra description familiar strain their field Produce at text on a interest, I and disade expressin opinions. UNIT 10 Produce at text on a interest, I and disade expressin opinions. Write det personal expressin reactions language Re-read to check for mistakes	ightforward ons on a range of subjects within d of interest. a short, structured topic of personal isting advantages lyantages and g and justifying a short, structured topic of personal isting advantages lyantages and g and justifying ailed accounts of experiences, g feelings and in straightforward heir own texts to c common grammar (e.g., verb tense cy, subject-verb	 UNIT 9 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 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. 	MEDIATIO N UNIT 9 Clarify the meaning of unfamiliar words or phrases using simpler terms or examples.	GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTI VES Teacher's notes
GRAMMAR RANG	FE UNIT 9 Second Conditional / Defining UNIT 10 Comparatives and Superlatives		5	VOCABULARY RANGE UNIT 9 Prepositions in money phrases / Verbs connected with mone Make and Do expressions UNIT 10 Electronic devices / Using devices&Internet / Collocations SEE LH B1 UNIT 9/10 WORDLIST			

UNIT 10 Make and receive formal and informal calls
ASSESSMENT Project Work 2 (Roleplay) – In-class performance

FUNCTIONAL LANGUAGE UNIT 9 Shopping for clothes/Asking for a refund/Adding emphasis

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:

PRONUNCIATION UNIT 9 Vowels / /s/ or /z/ sounds / Identifying sounds

UNIT 10 -1st in superlative adjectives / "is" in comparatives / Vowels

WEEK 15	READING	LISTENING	WRITING		SPEAKING OBJECTIVES	SDG GOALS	AI GOALS
29.12.2025	OBJECTIVES	OBJECTIVES	OBJECTIV	ES	For Unit 10 objectives, see Week 14	<u>UNIT 11</u>	SEE
30.12.2025	For Unit 10 objectives, see	For Unit 10 objectives,	For Unit 10 obj	ectives,	UNIT 11	• Give a short	WEEK 1
31.12.2025	<u>Week 14</u>	see Week 14	see Week 14		• Give a short, prepared presentation on a	presentation on	WEEK2
UNITS / HOURS SPE 1/5 HOURS PW-3/1 HOUR OFFICIAL HOLIDAY 5 HOURS UNIT 10 SCIENCE AND TECHNOLOGY	 UNIT 11 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. 	UNIT 11 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.	UNIT 11 Write basic er letters of a fact nature (e.g. to information of for/give confile.) Write detailed of personal exexpressing feer reactions in straightforward language. Compose perseletters or email describing exercitings, and compose detail.	etual request r ask rmation). I accounts experiences, elings and ed sonal ils periences,	 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. 	how your community can reduce its carbon footprint. MEDIATION	WEEK 3 FOR ALL AI OBJECTIVES Teacher's notes
4 HOURS							
UNIT 11							PAGE
NATURAL							
WORLD							
9 HOURS							
GRAMMAR RANG	GE UNIT 10 Comparatives and S	uperlatives / need to		VOCAB I	ULARY RANGE UNIT 10 Electronic devic	es / Using devices&Inte	rnet / Collocations
	UNIT 11 Present&Past Simple	e Passive / Adjective + to infi	initive / even		UNIT 11 Natural features		ronouns
					SEE LH B1 UNIT 10/11 '	WORDLIST	

PRONUNCIATION UNIT 10 -1st 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

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

WEEK 16 05.01.2026 06.01.2026 07.01.2026 08.01.2026 09.01.2026 UNITS / HOURS ACH 2 / 4 HOURS UNIT 11 NATURAL WORLD 5 HOURS UNIT 12 MEDIA 15 HOURS	READING OBJECTIVES For Unit 11 objectives, see Week 15 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 For Unit 11 objectives, see Week 15 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 For Unit 11 objectives, see Week 15 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, wit occasional dictionary use. Edit for coherence by adding simple linking words (e.g., then, because, however).	discussion, though sometimes may struggle to express exactly what	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.	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES Teacher's notes
GRAMMAR RANG	EUNIT 11 Present&Past Si UNIT 12 Reported Speech /		re + to infinitive / even		1 Natural features / Animals / Indefinite pronouns ews expressions / Television / Advertising	MEDCE

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

WEEK 17	READING	LISTENING	WRITING		SPEAKING	SDG GOALS	AI GOALS
09.02.2026 10.02.2026 11.02.2026 12.02.2026 13.02.2026 UNITS / HOURS B1+ UNIT 1 COMMUNICATI ON 17 HOURS UNIT 2 EXPERIENCES	OBJECTIVES 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. For Unit 2 objectives, see Week 18.	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. For Unit 2 objectives, see Week 18.	Revise texts vattention to be (grammar, punctuation) meaning (clar logic, and reletopic). Reflect on the writing and reimprove cohe and flow betwideas. For Unit 2 object Week 18.	with oth form and rity, evance to eir evise to rence ween	about something experienced and give reasons to explain those feelings. Relate a straightforward narrative or description fluently as a clear sequence of points.	MEDIATION • Collaborate in group work by clarifying, suggesting alternatives, and helping others express their ideas. For Unit 2 objectives, see Week 18.	SEE WEEK 1 WEEK 2 WEEK 3 FOR ALL AI OBJECTIVES Teacher's notes
7 HOURS					<u>For Unit 2 objectives, see</u> Week 18.		PAGE
	UNIT 2 Present Perfect Sir	resent Continuous / Subject&Ol nple&Past Simple / Present&Pa	ast ability		UNIT 2 SEE LH	Seeing &hearing / Languages Collocations / Dependent Preposi B1+ UNIT 1/2 WORDLIST	tions / Problems&Solutions
FUNCTIONAL LA	NGUAGE UNIT 1 Ask for, UNIT 2 Ask for,	offer and respond to help give and refuse permission]	PRONUN		wa / Pronouncing questions / Intorad 've / Word stress / Intonation and	
ASSESSMENT							

REMINDERS: 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

MADELY 10	DEADING	LICTENING	WDITT	·C	CDEALING OD IECTIVES	SDC COALS	ALCOALC	
WEEK 18	READING	LISTENING	WRITIN		SPEAKING OBJECTIVES UNIT 2	SDG GOALS	AI GOALS	
16.02.2026	OBJECTIVES	OBJECTIVES	OBJECT	IVES	• Give brief comments on others'	UNIT 3 ■ Understand the main points of a	SEE	
17.02.2026	<u>UNIT 2</u> • Understand	<u>UNIT 2</u> ■ Distinguish between main	UNIT 2	short essays	opinions.	discussion about environmental	WEEK 1	
18.02.2026	straightforward, factual	ideas and supporting details		snort essays s of personal	• Carry out a prepared interview,	campaigns (e.g., Car-Free Day,	WEEK2	
19.02.2026	texts related to their	in standard speech /lectures		with clear	including checking and confirming	cycling schemes, electric cars).	WEEK 3	
20.02.2026	interests or studies.	on familiar subjects,		and coherent	information, occasionally needing	• Express and justify their opinions	FOR ALL AI	
20.02.2020	• Identify the meaning of	provided these are delivered	develop		repetition if responses are fast or	about transport proposals, agreeing	OBJECTIVE	
	unfamiliar words or	clearly in standard language		kts on topical	extended.	and disagreeing politely in a group	\mathbf{S}	
	signs from context,	or a familiar variety.		of personal	Compare and contrast alternatives	discussion.		
	particularly on topics	• Understand the information	interest,		(e.g., options, places, people),	• Give a short, clear argument		
	related to their field	content of the majority of	advanta		discussing preferences and choices.	supporting one transport proposal		
	and interests.	recorded or broadcast		tages and	Deliver a prepared presentation on	(e.g., reducing car use, going electric,		
		material on topics of		astifying their	a familiar topic within their field.	or promoting cycling).		
UNITS /	UNIT 3	personal interest when	opinion.		• Follow much of what is said in	MEDIATION	Teacher's	
HOURS	Understand short texts	delivered in clear standard	• Revise t		their field, provided speech is clear	UNIT 2	notes	
	where people express	language.	attention	to both form	and not overly idiomatic.	• Collaborate in group work by	notes	
WQ 2/1 HOUR	points of view, such as		(gramm	ır,	UNIT 3	clarifying, suggesting alternatives,		
	critical contributions	UNIT 3	punctua	ion) and	 Relate a straightforward narrative 	and helping others express their ideas.		
UNIT 2	to online forums or	 Follow most everyday 	meaning	(clarity, logic,	or description fluently as a clear	• Guide a peer through completing a		
EXPERIENCES	readers' letters.	conversations and	and rele	vance to	sequence of points.	form, solving a task, or using a tool		
10 HOURS	 Scan longer texts to 	discussions, provided	topic).		• Give simple reasons to justify a	(e.g., a course platform or application		
TOHOURD	locate specific	speech is clearly	• Reflect		viewpoint on a familiar topic.	form).		
	information and gather	articulated in standard		and revise to	• Clearly put forward a point of	UNIT 3	PAGE	
	relevant details from	language or a familiar		coherence and	view, though may struggle in	 Convey the main arguments of two 		
	different parts of a text	variety.	flow bet	ween ideas.	extended debate.	sides of a discussion and help others	MEDCE	
UNIT 3	or multiple texts to	• Recognize the speaker's			• Explain why something is a	understand differing viewpoints.		
ON THE MOVE	complete a task.	point of view and	UNIT 3		problem and suggest what to do	 Collaborate in group work by 		
13 HOURS		distinguish it from factual	• Write a		next.	clarifying, suggesting alternatives,		
13 HOURS		information being	polite le		Summarise and give an opinion on	and helping others express their ideas.		
		reported.		nt, providing	a short story, article, talk,	 Summarize opinions from a group 		
		Follow the chronological		supporting	discussion, or documentary, and	discussion and present them in writing		
		sequence in extended		nd clearly	answer follow-up questions.	or orally.		
		informal discourse, such	_	ne desired				
		as stories or anecdotes.	outcome	•				
GRAMMAR RAN	NGE UNIT 2 Present Perfe	ct Simple&Past Simple / Present&	&Past	VOCABUL	ARY RANGE UNIT 2 Collocations	/ Dependent Prepositions / Problems&Solu	ıtions	
	ability	- •		UNIT 3 Collocations / Gradable and ungradable adjectives Nouns ending in -ion				
	UNIT 3 Narrative Ten	ses / Articles&Quantifiers		SEE LH B1+ UNIT 2/3 WORDLIST				
FUNCTIONAL L	ANGUAGE UNIT 2 Asi	k for, give and refuse permission		PRONUNCIATION UNIT 2 's and 've / Word stress / Intonation and stress in questions				
	UNIT 3 Tell a s				UNIT 3 Word stress / Inton			
		•				±		

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

WEEK 19	READING	LISTENING	WRITING OBJECTIVES	SPEAKING	SDG GOALS	AI GOALS X MEDIA
23.02.2026	OBJECTIV	OBJECTIVES	For Unit 3 objectives, see Week	OBJECTIVES		PROJECT
24.02.2026	ES	For Unit 3	<u>18.</u>	For Unit 3 objectives,		To reach the goal, students will
25.02.2026	For Unit 3	objectives, see Week	Produce short essays on topics of	BCC WCCK 10.		be able to
26.02.2026	objectives, see	<u>18.</u>	personal interest, with clear	 Summarise and give 		Use AI tools to assist in creating media content
27.02.2026	Week 18.	• Follow most	structure and coherent development.	an opinion on a short		(e.g., visuals, voice-overs, scripts, subtitles).
27.02.2020	• Understand straightforwa rd, factual texts related to their interests or studies.	everyday conversations and discussions, provided speech is clearly articulated in standard language or a familiar	 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 	story, article, talk, discussion, or documentary, and answer follow-up questions. • Express thoughts on abstract or cultural topics (e.g., music,		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.
	• Scan longer	variety.	flow between ideas.	films).		Use AI to assess the quality of their projects.
	texts to	Distinguish between main		• Explain why something is a		Refine their media projects using AI-based insights.
UNITS / HOURS	locate	ideas and		problem and suggest	MEDIATION	Teacher's notes
PW-3/3 HOURS UNIT 3 ON THE MOVE 4 HOURS UNIT 4	specific information and gather relevant details from different parts of a text or multiple texts to complete a task.	supporting details in standard lectures/speech on familiar subjects, provided these are delivered clearly in standard language or a familiar variety.		what to do next. Compare and contrast alternatives (e.g., options, places, people), discussing preferences and choices.	For Unit 3 objectives, see Week 18. 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).	PAGE *
CHANGE 17 HOURS					Summarize opinions from a group discussion and present them in writing or orally.	
GRAMMAR RANG		ntive Tenses / Articles& re forms / Making predic		OCABULARY RANGI	E UNIT 3 Collocations / Gradable and un UNIT 4 Collocations / Prefixes	gradable adjectives/Nouns ending in -ion
	CINII II uu	e forms / Making predic	Strong		SEE LH B1+ UNIT 3/4 WORDLIST	
FUNCTIONAL LA with complaints			for clarifications / Dealing		T 3 Word stress / Intonation in responses Γ 4 Contraction of "will" / Linking conson	ants & Vowels /Intonation &Stress
ASSESSMENT Pro	ject Work 3 (I	Media Project) – S	haring in class			
REMINDERS: Omi				4 Writing Hub (Essay) Stu	udy: Writing Pack (Chapter 8) - Cause& E	ffect Essays
				-		

WEEK 20	READING	LISTENING	WRITING	SPEAKING	SDG GOALS	AI GOALS
02.03.2026	OBJECTIVES	OBJECTIVES	OBJECTIVES	OBJECTIVES	 Follow the main points of a podcast about 	SEE
03.03.2026 04.03.2026 05.03.2026 06.03.2026	 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 	 Follow most everyday conversations and discussions, provided speech is clearly articulated in standard language or a familiar variety. Distinguish between main ideas and 	 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 	 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 	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.	WEEK 1 WEEK 2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS UNIT 5 WORK AND BUSINESS 17 HOURS	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. For Unit 6 objectives, see	supporting details in standard lectures on familiar subjects, provided these are delivered clearly in standard language or a familiar variety. For Unit 6 objectives, see Week	coherence and flow between ideas. • Write texts on topical subjects of personal interest, listing advantages and disadvantages and clearly justifying their opinion. For Unit 6 objectives, see Week 21.	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.	 MEDIATION 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. Summarize opinions from a group discussion and present them in writing or orally. 	Teacher's notes PAGE
SPORTS AND HOBBIES 7 HOURS	Week 21. SE UNIT 5 Past habits&State	s / Passive	VOC	For Unit 6 objectives, see Week 21. ARIJLARY RANGE UN	For Unit 6 objectives, see Week 21. NIT 5 Employment Skills & Qualities / Verbs of in	ofluence / Collocations

UNIT 6 Modals of obligation / Present Perfect Continuous / had to -

needed to

FUNCTIONAL LANGUAGE UNIT 5 Structuring a presentation UNIT 6 Expressing opinion

UNIT 6 Adjectives ending in -ive / Sport / Hobbies&Free time activities

SEE LH B1+ UNIT 5/6 WORDLIST

PRONUNCIATION UNIT 5 Intonation&Rhythm / Silent consonants / Ordering adverbs
UNIT 6 Rhythm: Pausing / "been" weak form / Intonation for expressing opinions

ASSESSMENT

REMINDERS: Omit: Unit 5 Writing Hub (Application letter) Study: Writing Pack (Chapter 9) - Compare& Contrast Essays

09.03.2026				SPEAKING OBJECTIVES	SDG GOALS	AI GOALS
JY.U3.ZUZO	OBJECTIVES	OBJECTIVES	OBJECTIVES	<u>UNIT 6</u>	Unit 7 SDGs:	SEE
10.03.2026	<u>UNIT 6</u>	<u>UNIT 6</u>	<u>UNIT 6</u>	Deliver a prepared presentation on a	• Understand the main points of a	WEEK 1
11.03.2026	 Scan straightforward 	 Distinguish between main 	• Write texts on to		radio show or podcast about	WEEK2
	factual texts in	ideas and supporting details	subjects of person	problem with reasonable precision.	food waste.	WEEK 3
12.03.2026	magazines, brochures, or	in standard lectures on	interest, listing	• Give simple reasons to justify a viewpoint	 Discuss personal habits and 	FOR ALL AI
13.03.2026	on the web to identify	familiar subjects, provided	advantages and	on a familiar topic.	propose solutions to reduce	OBJECTIVES
	their topic and assess	these are delivered clearly	disadvantages a		waste.	ODJECTIVES
	practical usefulness.	in standard language or a	clearly justifyin		• Interpret short texts or	
	• Scan longer texts to	familiar variety.	opinion.	time. • Carry out a prepared interview, including	infographics about waste and	
TRUME / TROUBE	locate specific	• Follow most everyday	• Revise texts wit	*	environmental impact.	7D 1 1
UNITS / HOURS	information and gather	conversations and	attention to both	occasionally needing repetition if responses	MEDIATION	Teacher's
QUIZ 3 / 1 HOUR	relevant details from	discussions, provided	form (grammar,	are fast or extended.	UNIT 6	notes
	different parts of a text	speech is clearly articulated in standard language or a	punctuation) and	Start and sustain conversations by asking	• Rephrase more complex or	
UNIT 6	or multiple texts to complete a task.	familiar variety.	meaning (clarity logic, and releva	spontaneous questions about special	technical vocabulary in	
SPORTS AND	complete a task.	• Recognize the speaker's	to topic).	experiences or events and reacting with opinions on familiar subjects.	accessible language for peers.	
HOBBIES	UNIT 7	point of view and	Reflect on their	opinions on familiar subjects.	 Convey the main arguments of two sides of a discussion and 	
	• Scan straightforward	distinguish it from factual	writing and revi	se UNIT 7	help others understand differing	
9 HOURS	factual texts in	information being reported.	to improve	• Outline similarities and differences clearly	viewpoints.	
	magazines, brochures, or	information being reported.	coherence and f	*	Collaborate in group work by	
	on the web to identify	UNIT 7	between ideas.	or plans).	clarifying, suggesting	
	their topic and assess	• Follow most everyday	between ideas.	• Explain the main points in an idea or	alternatives, and helping others	
	practical usefulness.	conversations and	UNIT 7	problem with reasonable precision.	express their ideas.	
**************************************	• Identify the meaning of	discussions, provided	• Write texts on	• Start and sustain conversations by asking	UNIT 7	PAGE
UNIT 7	unfamiliar words or	speech is clearly articulated	topical subjects	spontaneous questions about special experiences or events and reacting with	• Rephrase more complex or	MEDO
FOOD	signs from context,	in standard language or a	personal interes		technical vocabulary in	
14 HOURS	particularly on topics	familiar variety.	listing advantag		accessible language for peers.	
	related to their field and	• Recognize the speaker's	and disadvantag	es familiar topic within their field.	 Collaborate in group work by 	
	interests.	point of view and	and clearly	 Explain why something is a problem and 	clarifying, suggesting	
	• Differentiate facts from	distinguish it from factual	justifying their	suggest what to do next.	alternatives, and helping others	
	opinions in texts.	information being reported.	opinion.		express their ideas.	
GRAMMAR RANG		tion / Present Perfect Continuou	s/had to -	VOCABULARY RANGE UNIT 6 Adjec	etives ending in -ive / Sport / Hobbies&	Free time activities
	needed to				al verbs / Adjectives to describe food /	Waste
		lation &deduction/ Compara	itives &	SEE LH B1+	UNIT 6/7 WORDLIST	
	Superlatives					
FUNCTIONAL LAP	NGUAGE UNIT 6 Expres			PRONUNCIATION UNIT 6 Rhythm: Pa	using / "been" weak form / Intonation f	or expressing
	UNIT 7 Making sug	gestions		opinions		
				UNIT 7 Diphthongs/	Word stress with modals /wovel+w / S	uggestions
ASSESSMENT 11.0	3.2026 QUIZ 3 - Includ	ling LH B1+ Unit 5				
	~	5				

REMINDERS:

SPRING BREAK 1 (16.03.2026-20.03.2026)

WEEK 22	READING	LISTENING	WRITING	SPEAKING OBJECTIVES	SDG GOALS	AI GOALS	
23.03.2026 24.03.2026 25.03.2026 26.03.2026 27.03.2026 27.03.2026 27.03.2026 UNITS / HOURS PW-4 / 1 HOUR UNIT 7 FOOD 3 HOURS UNIT 8 INNOVATION 16 HOURS UNIT 9 THE ARTS 4 HOURS	OBJECTIVES For Unit 7 objectives, see Week 21. • 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. For Unit 9 objectives, see Week 23.	OBJECTIVES For Unit 7 objectives, see Week 21. • 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. For Unit 9 objectives, see Week 23.	OBJECTIV ES		MEDIATION For Unit 7 objectives, see Week 21. 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. For Unit 9 objectives, see Week 23.	SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES PAGE	
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 FUNCTIONAL LANGUAGE UNIT 7 Making suggestions				VOCABULARY RANGE UNIT UNIT 7 Phrasal verbs / Adjectives to describe food / Waste			
ASSESSMENT	UNIT 8 Give and for UNIT 9 Talking ab	ollow instructions		UNIT 8 Relative Clauses / will&won't / Sentence stress UNIT 9 Consonants / Story telling / Words connected to films			

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 Unit 8 Writing Hub (Biography)

WEEK 23	READING	LISTENING OBJECTIVES	WRITIN		SPEAKING OBJECTIVES	SDG GOALS	AI GOALS
30.03.2026 31.03.2026 01.04.2026 02.04.2026 03.04.2026 UNITS / HOURS WQ 3 / 1 HOUR (PW-4) UNIT 9 THE ARTS 13 HOURS UNIT 10 PSYCHOLOGY 10 HOURS	OBJECTIVES UNIT 9 Unit 9 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. Read newspaper or magazine accounts of cultural events (films, books, concerts) aimed at a wider audience and grasp main points. UNIT 10 Scan longer texts to locate specific information and gather relevant details from different parts of a text or multiple texts to complete a task. Identify the meaning of unfamiliar words or signs from context, particularly on topics related to their field and interests. Scan straightforward factual texts in magazines, brochures, or on the web to identify their topic and assess practical usefulness.	 UNIT 9 Recognize the speaker's point of view and distinguish it from factual information being reported. Identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety. 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. WNIT 10 Recognize the speaker's point of view and distinguish it from factual information being reported. Identify the main reasons for and against an argument or idea in a discussion conducted in clear 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. 	Write revorting of films, books, T programs or events giving of and relevorting of the details. WIT 10 Provide and detail description a variety subjects to their films.	views TV mes, s, pinions vant clear iiled ions on of related field of	 ● 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. ● Express thoughts on abstract or cultural topics (e.g., music, films). ● Relate a straightforward narrative or description fluently as a clear sequence of points. UNIT 10 ● Have relatively long conversations on subjects of common interest, provided their interlocutor supports understanding. ● Exchange, check, and confirm factual information on both routine and nonroutine matters with some confidence. ● Clearly put forward a point of view, though may struggle in extended debate. ● Give brief comments on others' opinions. 	MEDIATION UNIT 9 • 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. • Summarize opinions from a group discussion and present them in writing or orally. UNIT 10 • 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.	SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES Teacher's notes
GRAMMAR RAN	NGE UNIT 9 Second Conditional UNIT 10 Third Conditional //Hopes&wishes	/ Reported Speech / Should have + past participle	V	OCABU			/ reflexive verbs
		nd accept apologies	P	RONUN		Story telling / Words connected to films reflexive pronouns / Vowel sounds	S
ASSESSMENT 01	1.04.2026 WRITING QUIZ	3 - Including LH B1+ Unit 8					
		ve instructions for Project Wo Unit 10 Writing Hub (Report) Study				ed with it this week.	

WEEK 24 06.04.2026 07.04.2026 08.04.2026 09.04.2026 10.04.2026 UNITS / HOURS UNIT 10 PSYCHOLOGY 8 HOURS B2 UNIT 1 CONNECTIONS 16 HOURS	READING OBJECTIVES For Unit 10 objectives, see Week 23. 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. Identify the sequence of events in narratives to follow the storyline clearly. Scan long and complex texts to locate relevant details efficiently.	UISTENING OBJECTIVES For Unit 10 objectives, see Week 23. Recognize viewpoints and attitudes, as well as factual information, in recordings related to social, professional, or academic life. Follow the chronological sequence in extended informal discourse, such as stories or anecdotes.	WRITING OBJECTIV For Unit 10 ob see Week 23. Compose for corresponding as letters of request, appropriate structure are conventions.	ormal ence such enquiry, olication int using register, d	SPEAKING OBJECTIVES For Unit 10 objectives, see Week 23. Describe in detail the personal significance of events and experiences. Engage in extended conversations on most general topics in a clearly participatory manner, even in moderately noisy environments. Carry out an effective, fluent interview, moving beyond prepared questions and following up on interesting responses.	MEDIATION For Unit 10 objectives, see Week 23. Facilitate group discussions by clarifying contributions, managing turn-taking, and reformulating ideas as needed. Summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.	AI GOALS SEE WEEK 1 WEEK 2 WEEK 3 FOR ALL AI OBJECTIVES Teacher's notes
GRAMMAR RANG	E UNIT 10 Third Conditional Hopes&wishes UNIT 1 Question forms / To		2/	VOCAB	Stayi UNI	T 10 Psychology verbs / expressioning organized T 1 Feelings / Personality adjective LH B1+ UNIT 10 / B2 UNIT 1	es / Noun suffixes
FUNCTIONAL LANGUAGE UNIT 10 Make and accept apologies UNIT 1 Developing and introducing new topics						nphasis&reflexive pronouns / Vow onation with questions / Connected	
	: 10.1 Pronunciation A/B On	uit: Unit 10 Writing Hub (Repo	ort) Study: Writ		napter 10) - Writing a report	cabulary, and skills, please o	

WEEK 25	READING	LISTENING	WRITING	SPEAKING	SDG GOALS	AI GOALS
13.04.2026	OBJECTIVES	OBJECTIVES	OBJECTIVES	OBJECTIVES		SEE
14.04.2026	Understand personal	Identify the main	 Compose articles 	 Describe in detail the 		WEEK 1
15.04.2026	emails or postings, even	reasons for and against	designed to give	personal significance		WEEK2
16.04.2026	when some colloquial	an argument or idea in	advice on topics of	of events and		WEEK 3
17.04.2026	language is used.	discussions conducted	interest or concern,	experiences.		FOR ALL AI
17.04.2020	Apply various reading	in clear standard	using clear, persuasive			OBJECTIVES
	strategies to enhance	language or a familiar	language.	on a topical issue,		
	understanding, including identifying	variety. Recognize and		giving the advantages and disadvantages of		
	main points and using	understand points of		various options.		
UNITS / HOURS	contextual clues to	view expressed on		 Give a clear, prepared 	MEDIATION	Teacher's notes
SPE 2 / 9 HOURS	check comprehension.	current topics or within		presentation on a	Summarise extracts from	
	•	their specialised field,		familiar topic,	news items, interviews or	
		provided the talk is		supporting or	documentaries containing	
UNIT 2		delivered in standard		opposing a particular	opinions, arguments and	
- '		language or a familiar		point of view.	discussions.	
LIFESTYLES		variety.		 Engage in extended 		
15 HOURS		Follow the		conversations on most		
		chronological sequence		general topics in a		
		in extended informal discourse, such as		clearly participatory manner, even in		
		stories or anecdotes.		moderately noisy		
		stories of anecdotes.		environments.		DACE
				 Sustain their opinions 		PAGE
				in discussions by		MEDC
				providing relevant		
				explanations,		
				arguments, and		
				comments.		
GRAMMAR RANG		nple&Present Perfect Continuou	IS VOCAB	ULARY RANGE UNIT	2 Health and illness / Adverbs of	stance / Adverb + adjective
	Used to / Would / Be used t	o / Get used to		SEE I	LH B2 UNIT 2 WORDLIST	
FUNCTIONAL LAN	IGUAGE		PRONU	NCIATION UNIT 2 Con	nected speech / Catenation - used	to
ASSESSMENT 16.04	4.2026 / 17.04.2026 SPE	AKING EXAM 2				

REMINDERS: Omit: 2.3 Cafe Hub

WEEK 26	READING	LISTENING	WRITING	SPEAKING OBJECTIVES	SDG GOALS	AI GOALS
20.04.2026	OBJECTIVES	OBJECTIVES	OBJECTIVES	For Unit 2 objectives, see Week 25.		SEE
21.04.2026	For Unit 2 objectives,	For Unit 2 objectives,	For Unit 2 objectives,	 Construct a chain of reasoned 		WEEK 1
22.04.2026	see Week 25.	see Week 25.	see Week 25.	arguments to support or oppose		WEEK2
23.04.2026	 Identify the 	 Recognize 	 Give clear and 	a point of view.		WEEK 3
	sequence of events	viewpoints and	detailed description	1.00		FOR ALL AI
24.04.2026	in narratives to	attitudes, as well as	of real or imaginary	outlining advantages and		OBJECTIVES
	follow the	factual information,	events and	disadvantages.		
	storyline clearly.Apply various	in recordings related to social,	experiences, marking	 Take an active part in informal 		
	reading strategies	professional, or	relationships	discussions in familiar contexts		
UNITS / HOURS	to enhance	academic life.	between ideas in	by commenting, clearly	MEDIATION	Teacher's notes
OFFICIAL		Understand detailed	coherent, connected		For Unit 2 objectives, see Week 25.	
HOLIDAY	including	instructions well	text.	evaluating alternatives, and	Facilitate group discussions by	
5 HOURS	identifying main	enough to follow		making or responding to	clarifying contributions, managing turn-	
SHOURS	points and using	them successfully.		hypotheses.	taking, and reformulating ideas as	
	contextual clues to	·		• Express ideas and opinions with	needed.	
UNIT 2	check			precision and respond	Compare and interpret different	
LIFESTYLES	comprehension.			convincingly to complex	viewpoints in a discussion, highlighting	
2 HOURS				arguments.Outline an issue or problem	key differences and similarities.Summarise extracts from news items,	
				clearly, speculate about causes	interviews or documentaries containing	
				or consequences, and weigh the	opinions, arguments and discussions.	
				advantages and disadvantages	Take accurate notes in meetings and	
UNIT 3				of different approaches.	seminars on most matters likely to arise	PAGE
				• Carry out an effective, fluent	within their field of interest.	MEDC
SURVIVAL				interview, moving beyond	• Act as rapporteur in a group discussion,	
17 HOURS				prepared questions and	noting ideas and decisions, discussing	
				following up on interesting	these with the group and later giving a	
				responses.	summary of the group's view(s) in a	
					plenary.	
CD 115151 D D 1110	· 			Joseph Andreas		
GRAMMAR RANG		ct Simple&Present Perfect	Continuous	OCABULARY RANGE UNIT 2	Health and illness / Adverbs of stance / Adverb	+ adjective
	Used to / Would / Be t		1'4' 1		Descriptive verbs / Phrasal verbs / Dependent p	repositions:adjectives
ELINOTIONAL TAR		ses / Alternatives to "if" in		· · · · · · · · · · · · · · · · · · ·	B2 UNIT 2/3 WORDLIST	
FUNCTIONAL LA	NGUAGE		1	PRONUNCIATION UNIT 2 Connec	ted speech / Catenation - used to ion in conditionals	
				UNIT 3 Intonat	ion 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

WEEK 27 27.04.2026	READING OBJECTIVES	LISTENING OBJECTIVES	WRITING OBJECTIVES	SPEAKING OBJECTIVES • Give clear, detailed descriptions on a wide	SDG GOALS	AI GOALS SEE
28.04.2026 29.04.2026 30.04.2026 01.05.2026 UNITS / HOURS ACH 3 / 5 HOURS OFFICIAL HOLIDAY 4 HOURS UNIT 4 THE FUTURE 15 HOURS	 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. 	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.	Write essays or rep presenting argumer for and against a particular viewpoin explaining advantages of various options. Revise texts with attention to both for (grammar, punctuation) and meaning (clarity, logic, and relevance topic).	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	MEDIATION • Summarise the plot and sequence of events in a film or play.	WEEK 1 WEEK 2 WEEK 3 FOR ALL AI OBJECTIVES Teacher's notes
GRAMMAR RANG	GE UNIT 4 Future forms		VO	OCABULARY RANGE UNIT 4 Noun+p SEE LH B2 U	preposition / Noun&verbs with t INIT 4 WORDLIST	the same spelling / Intensifiers
FUNCTIONAL LA	NGUAGE		PF	RONUNCIATION UNIT 4 Noun&verbs w	vith the same spelling / Intonation	on with intensifiers
ASSESSMENT 30.0	04.2026 ACHIEVEMEN	NT 3 - Including LH	B2 Unit 3			
REMINDERS: 01.0	95.2026 OFFICIAL HO 4.2 Speaking Hub / 4.3 Cafe 1	LIDAY		post) Study: Writing Pack (Chapter 11) - Fo	or and Against Essays	

WEEK 28	READING	LISTENING	WRITING	\mathbf{G}	SPEAKING	SDG GOALS	AI GOALS
04.05.2026	OBJECTIVES	OBJECTIVES	OBJECT	IVES	OBJECTIVES	Write an article about how individuals	SEE
05.05.2026	For Unit 4 objectives, see	For Unit 4 objectives, see	For Unit 4 objectives, see		For Unit 4 objectives,	can help fight climate change.	WEEK 1
06.05.2026	<u>Week 27.</u>	<u>Week 27.</u>	<u>Week 27.</u>		see Week 27.		WEEK2
07.05.2026	 Scan long and complex 	 Understand detailed 		interesit racas	 Provide a clear, 	For Unit 6 SDGs, see Week 29.	WEEK 3
07.03.2020 08.05.2026	texts to locate relevant	instructions well	or solution		detailed		FOR ALL AI
J 8.U5. 2U20	details efficiently.	enough to follow them	problem, c		explanation of		OBJECTIVES
	Recognize different	successfully.	presenting	pros and	how to carry out a		
	structures in discursive texts, such as contrasting		cons. • Reflect on	thair writing	procedure or task.		
	arguments, problem—	For Unit 6 objectives, see	and revise	_	T H 'A C 1' A'		
	solution presentations,	<u>Week 29.</u>	coherence		For Unit 6 objectives, see Week 29.		
UNITS / HOURS	and cause—and—effect		between id		see week 29.	MEDIATION	Teacher's notes
PW-4/3 HOURS	relationships.		• Revise text	ts with		For Unit 4 objectives, see Week 27.	
2 11 17 0 220 0210	_		attention to	both form		Facilitate group discussions by clarifying	
UNIT 4	For Unit 6 objectives, see		,0	punctuation)		contributions, managing turn-taking, and	
	Week 29.		and meaning			reformulating ideas as needed. • Compare and interpret different viewpoints in a	
THE FUTURE				relevance to		discussion, highlighting key differences and	
2 HOURS			topic).			similarities.	
			E. U.i.	1.:		Summarise extracts from news items, interviews	
UNIT 5			Week 29.	<u>bjectives, see</u>		or documentaries containing opinions, arguments	
CHANGE			<u>week 29.</u>			and discussions. Take accurate notes in meetings and seminars on	
17 HOURS						most matters likely to arise within their field of	DACE
17 110 0110						interest.	PAGE
UNIT 6						Act as rapporteur in a group discussion, noting	NAEDA
						ideas and decisions, discussing these with the group and later giving a summary of the group's	
COMING OF						view(s) in a plenary.	
AGE						For Unit 6 objectives, see Week 29.	
2 HOURS							
GRAMMAR RAN(GE UNIT 4 Future forms			VOCABU	LARY RANGE UN	IT 4 Noun+preposition / Noun&verbs with the sa	ame spelling / Intensifiers
		ire Continuous / Future Perfec				IT 5 Green Vocabulary / Describing areas of a cit	
		satives / -ing and infinitive for				IT 6 Education / Compound adjectives / Make&I	Oo phrases
	<u> </u>	ition and permission / Articles	5			E LH B2 UNIT 4/5/6 WORDLIST	
FUNCTIONAL LA	NGUAGE			PRONUN		oun&verbs with the same spelling / Intonation wi	th intensifiers
						ords that lose a syllable	
				Ī	UNIT 6 In	tonation to show interest	

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 / 5.3 Cafe Hub / Unit 5 Writing Hub (Problem Solution article)
Omit: 6.1 Pronunciation (Intonation to show interest) 6.2 Pronunciation A/B / 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 12) - Bar chart description

WEEK 29	READING	LISTENING	WRITING		SPEAKING	SDG GOALS	AI GOALS
11.05.2026 12.05.2026 13.05.2026 14.05.2026 15.05.2026	 OBJECTIVES Identify referents of pronouns within texts. Understand personal emails or postings, even when some colloquial language is used. Apply various reading strategies to enhance 	OBJECTIVES Understand detailed instructions well enough to follow them successfully. For Unit 7 objectives.	Describe a var subjects relate field of intered appropriate go conventions. Write essays of presenting argument against a grand agai	riety of ed to their st using enre or reports guments for particular	OBJECTIVES Give clear, detailed descriptions on a wide range of subjects related to their field of interest. Engage in extended conversations on	 Participate in a discussion about barriers to education and possible solutions. 	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	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. For Unit 7 objectives, see Week 30.	see Week 30.	viewpoint, ex advantages an disadvantages options. For Unit 7 object Week 30.	nd s of various	most general topics in a clearly participatory manner, even in moderately noisy environments. For Unit 7 objectives, see Week 30.	 MEDIATION 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. For Unit 7 objectives, see Week 30. 	PAGE
GRAMMAR RANG	GRAMMAR RANGE UNIT 6 Obligation, prohibition and permission / Articles UNIT 7 First Conditional with different future forms / Wish&If only					T 6 Education / Compound adjectives / Mak Verbs to describe change / Three-part phras B B2 UNIT 6/7 WORDLIST	
FUNCTIONAL LA	NGUAGE UNIT 7 Talking	on the phone		PRONUN	NCIATION UNIT 6 Into UNIT 7 Co	onation to show interest nnected 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 / 6.3 Cafe Hub / Unit 8 Writing Hub (Report)

Omit: 7.1 Speaking / 7.2 Pronunciation

Study: Writing Pack (Chapter 13) - Bar chart description

WEEK 30	READING	LISTENING	WRITING	SPEAKING	SDG GOALS	AI GOALS
18.05.2026	OBJECTIVES	OBJECTIVES	OBJECTIVES	OBJECTIVES		SEE
19.05.2026	 Scan long and 	 Understand detailed 	 Compose formal 	,		WEEK 1
20.05.2026	complex texts to	instructions well	correspondence			WEEK2
21.05.2026	locate relevant details	enough to follow them	as letters of enqu			WEEK 3
22.05.2026	efficiently.Deduce the meaning	successfully.	request, applicate and complaint us			FOR ALL AI
	of unknown words	For Unit 8 objectives, see	appropriate regis	-		OBJECTIVES
	and phrases,	Week 31.	structure and	for a variety of		
	including idioms,	Week 51:	conventions.	personal and		
UNITS / HOURS	similes, and			professional purposes,	MEDIATION	Teacher's notes
ONLINE EXAM	metaphors, by		For Unit 8 objective Week 31.	requesting clarification when faced with	• Summarise extracts from news	Teacher's notes
- ·	analyzing prefixes, suffixes, and context.		<u>week 51.</u>	unfamiliar accents or	items, interviews or	
5 HOURS	surrives, and context.			terminology. (cafe	documentaries containing	
OFFICIAL				hub)	opinions, arguments and	
HOLIDAY	For Unit 8 objectives, see				discussions.	
5 HOURS	Week 31.			For Unit 8 objectives, see	Take accurate notes in meetings and seminars on most matters	
* 13 17 m =				<u>Week 31.</u>	likely to arise within their field of	
UNIT 7					interest.	
COMMUNITY					 Act as rapporteur in a group 	
10 HOURS					discussion, noting ideas and	
					decisions, discussing these with	PAGE \
					the group and later giving a summary of the group's view(s)	MEDGE
UNIT 8					in a plenary.	
MYSTERY					For Unit 8 objectives, see Week 31.	
4 HOURS						
GRAMMAR RANG	GE UNIT 7 First Conditiona	l with different future forms /	Wish&If only	VOCABULARY RANGE U	UNIT 7 Verbs to describe change / Three	e-part phrasal verbs /
		eduction/ Order of adjectives			Compound nouns	
					UNIT 8 Word families / Easily confused	l verbs / Crime
					SEE LH B2 UNIT 7/8 WORDLIST	

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
Omit: 8.1 Pronunciation A/B/C / 8.1 Speaking Hub / 8.2 Pronunciation A/B/C / 8.3 Cafe Hub / Unit 8 Writing Hub (Complex Essay)

Study: Order of adjectives (Recognition level)

WEEK 31 01.06.2026 02.06.2026 03.06.2026 04.06.2026 05.06.2026 UNITS / HOURS QUIZ 4 / 1 HOUR UNIT 8 MYSTERY 12 HOURS UNIT 9 BUSINESS 11 HOURS	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 Scan long and complex texts to locate relevant details efficiently. Identify topic sentences to quickly grasp the content without detailed	LISTENING OBJECTIVES UNIT 8 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 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 OBJECTIVE	SPEAKING OBJECTIVES UNIT 8 Describe in detail the personal significance of events and experiences. UNIT 9 Provide a clear, detailed explanation of how to carry out a procedure or task.	MEDIATION UNIT 8 • 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 • Summarise the plot and sequence of	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES Teacher's notes
level)	UNIT 9 Relative Clauses / De	uction/ Order of adjectives (Receterminers&Quantifiers		UNI <mark>SEF</mark>	events in a film or play. UNIT 8 Word families / Easily confused verb IT 9 Dependent prepositions: Verbs / Science E LH B2 UNIT 8/9 WORDLIST	/ Advertising
FUNCTIONAL LAN				PRONUNCIATION UNIT	9 Connected speech (determiners&quantifiers	
	6.2026 QUIZ 4 - Includi					
		Speaking Hub / 8.2 Pronuncia fe Hub / Unit 9 Writing Hub (P		Cafe Hub / Unit 8 Writing Hub (Co	omplex Essay) Study: Order of adjectives (Recognition level)
SUGGESTIONS For	r suggestions on strategies	s, methodologies, and com	nmunicative ac	tivities for teaching grammar	r, vocabulary, and skills, please click	on the link:

WEEK 32	READING	LISTENING	WRITING	SPEAKING OBJECTIVES	SDG GOALS	AI GOALS
08.06.2026 09.06.2026 10.06.2026 11.06.2026 12.06.2026	OBJECTIVES For Unit 9 objectives, see Week 31. Recognize different structures in discursive texts, such as contrasting arguments, problem— solution presentations, and cause—and—effect relationships.	OBJECTIVE S For Unit 9 objectives, see Week 31. Identify the main reasons for and against an argument or	OBJECTIVES For Unit 9 objectives, see Week 31. Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic).	 For Unit 9 objectives, see Week 31. 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 	Write an opinion essay on gender stereotypes in advertising.	SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS / HOURS UNIT 9 BUSINESS 6 HOURS UNIT 10 MEDIA 18 HOURS	 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. 	idea in discussions conducted in clear standard language or a familiar variety. Understand detailed instructions well enough to follow them successfully.	Produce essays or reports that develop an argument systematically, highlighting significant points and supporting them with relevant details.	opposing a particular point of view	 MEDIATION For Unit 9 objectives, see Week 31. 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 PAGE
GRAMMAR RANG	GE UNIT 9 Relative Clauses / De UNIT 10 Reported Speech / F	•	ers		9 Dependent prepositions: Verbs / Science Traditional Media / Social media / Adject 32 UNIT 9/10 WORDLIST	ce / Advertising ive+noun collocations
FUNCTIONAL LA	NGUAGE			PRONUNCIATION UNIT 9 Conn UNIT 10 Usir	nected speech (determiners&quantifiers) ng intonation to attract and keep interest	

ASSESSMENT

REMINDERS: Omit: 9.1 Pronunciation A/B / 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