

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

PROGRAMME 2 SYLLABUS AND PACING

WEEK 1 15.09.2025 16.09.2025 17.09.2025 18.09.2025 19.09.2025	READING OBJECTIVES - Understand straightforward personal letters, emails, or postings giving relatively detailed accounts of events and experiences. - Find and understand relevant information in everyday materials such as letters, brochures, and short official documents. - Make basic inferences or predictions about text content from headings, titles, or headlines.	LISTENING OBJECTIVES - Follow most everyday conversations and discussions, provided the speech is clearly articulated in standard language or a familiar variety. - Understand most recorded or broadcast material on topics of personal interest, delivered in clear standard language. - Understand the main points of straightforward monologues (e.g., guided tours), delivered clearly and relatively slowly.	WRITING OBJECTIVES - Re-read their own texts to check for common grammar mistakes (e.g., verb tense consistency, subject-verb agreement). - Express different opinions and provide detailed accounts of personal experiences and feelings in letters or online writing. - Use a model or checklist to revise content organization.	SPEAKING OBJECTIVES - Enter unprepared into conversations on familiar topics. - Express how they are feeling using very basic expressions. - Ask for and provide personal information. - Maintain a conversation or discussion, though sometimes may struggle to express exactly what they want.	SDG GOALS	AI GOALS - 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 criteria. - Paraphrase or expand AI-generated content in their own words to show understanding. - Understand and avoid plagiarism when using AI-generated content.
UNITS / HOURS ORIENTATION 8 HOURS B1 UNIT 1 RELATIONSHIPS 12 HOURS					MEDIATION Collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches	TEACHER'S NOTES
GRAMMAR RANGE UNIT 1 Questions / Frequency words and phrases / Indefinite Pronouns				VOCABULARY RANGE UNIT 1 People / Relationship / Personality adjectives / adjectives+prepositions SEE LH B1 UNIT 1 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 1 Greeting people / Giving personal information / Making introductions				PRONUNCIATION UNIT 1 The alphabet / Using a dictionary / Word stress		
ASSESSMENT						
REMINDERS:						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 3 29.09.2025 30.09.2025 01.10.2025 02.10.2025 03.10.2025	READING OBJECTIVES - 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.	LISTENING OBJECTIVES - 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 4.	WRITING OBJECTIVES Describe a recent trip or event—real or imagined—using connected sentences. Understand descriptions of events, feelings, and wishes in personal letters well enough to maintain regular correspondence (e.g., with a pen friend). Write detailed accounts of personal experiences, expressing feelings and reactions in straightforward language. Use a model or checklist to revise content organization. For Unit 4 objectives, see Week 4.	SPEAKING OBJECTIVES - 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 4.	SDG GOALS	AI GOALS - 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
UNITS / HOURS PW-1 / 1 HOUR UNIT 3 TRAVEL 16 HOURS UNIT 4 SOCIALISING 3 HOURS	For Unit 4 objectives, see Week 4.			For Unit 4 objectives, see Week 4.	MEDIATION - 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 4.	TEACHER'S NOTES
GRAMMAR RANGE UNIT 3 Determiners / Past Continuous&Past Simple / Gerunds&Infinitives UNIT 4 Future forms: going to, Present Continuous &will / Subject&Object Q.				VOCABULARY RANGE UNIT 3 Types of transport / Prefixes / Accommodations & Facilities UNIT 4 Free time / Suffixes / Relaxing SEE LH B1 UNIT 3/UNIT 4 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 3 Ask for travel information and check understanding UNIT 4 Making arrangements to meet someone				PRONUNCIATION UNIT 3 Consonants /was-were / UNIT 4 Going to / Will / Won't / Linking a consonant to a vowel		
ASSESSMENT						
REMINDERS: Project Work 1 Classroom Instruction: The documents will be provided in advance by the Speaking Unit. Please check OneDrive for the documents. Omit : 3.3 Speaking Hub / 3.4 Cafe Hub Pronunciation						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 4 06.10.2025 07.10.2025 08.10.2025 09.10.2025 10.10.2025	READING OBJECTIVES - 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. <i>For Unit 5 objectives, see Week 5.</i>	LISTENING OBJECTIVES - 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. <i>For Unit 5 objectives, see Week 5.</i>	WRITING OBJECTIVES - Write basic emails or letters of a factual nature (e.g. to request information or ask for/give confirmation). - Express different opinions and provide detailed accounts of personal experiences and feelings in letters or online writing. - Post short online accounts of social events, experiences, or activities, including references to embedded media (e.g., links, photos), and share personal reactions or feelings. <i>For Unit 5 objectives, see Week 5.</i>	SPEAKING OBJECTIVES - 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. <i>For Unit 5 objectives, see Week 5.</i>	SDG GOALS	AI GOALS <i>For all AI objectives, see Week 1-2-3.</i>
UNITS / HOURS UNIT 4 SOCIALISING 13 HOURS UNIT 5 WORK 7 HOURS					MEDIATION Summarize the main points from a short written or spoken text (e.g., a brochure, a short video, a conversation). <i>For Unit 5 objectives, see Week 5.</i>	Teacher’s notes
GRAMMAR RANGE UNIT 4 Future forms: going to, Present Continuous & will / Subject&Object Q.. UNIT 5 Modals of ability, obligation, necessity and permission Present Perfect with for and since			VOCABULARY RANGE UNIT 4 Types of transport / Prefixes / Accommodations & Facilities UNIT 5 Work collocations / Adjectives for appearance /Work+preposition SEE LH B1 UNIT 4/UNIT 5 WORDLIST			
FUNCTIONAL LANGUAGE UNIT 4 Making arrangements to meet someone UNIT 5 Giving information about your experience in a job interview			PRONUNCIATION UNIT 4 Going to / Will / Won’t / Linking a consonant to a vowel UNIT 5 Consonants (W/V) /can,can’t, must, mustn’t / have, has, for, since			
ASSESSMENT						
REMINDERS:						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 5 13.10.2025 14.10.2025 15.10.2025 16.10.2025 17.10.2025	READING OBJECTIVES UNIT 5 - Understand standard formal correspondence and online postings within their professional area of interest. - Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles using common everyday language. - Follow the plot of stories, simple novels, and comics with a clear linear storyline and high-frequency everyday language, with occasional dictionary use. - Understand important information in simple, clearly drafted adverts in newspapers or magazines, provided abbreviations are minimal. UNIT 6 - Find and understand relevant information in everyday materials such as letters, brochures, and short official documents. - Recognize significant points in straightforward news articles on familiar subjects. - Understand important information in simple, clearly drafted adverts in newspapers or magazines, provided abbreviations are minimal.	LISTENING OBJECTIVES UNIT 5 - Distinguish between main ideas and supporting details in standard lectures on familiar subjects, if clearly articulated. - Generally follow the main points of extended discussions around them, if delivered clearly. - Follow short talks on familiar topics in outline form when delivered clearly in standard language or a familiar variety. UNIT 6 - Follow short talks on familiar topics in outline form when delivered clearly in standard language or a familiar variety. - Generally follow the main points of extended discussions around them, if delivered clearly. - Understand main points of news bulletins and simpler recorded material on familiar subjects, delivered relatively slowly and clearly.	WRITING OBJECTIVES UNIT 5 - Write a basic letter of application with limited but appropriate supporting details. - Compose personal letters or emails describing experiences, feelings, and events in some detail. - Reply to advertisements in writing and ask for further information about items or services of interest. UNIT 6 Write detailed accounts of personal experiences, expressing feelings and reactions in straightforward language. Give straightforward descriptions on a range of familiar subjects within their field of interest. Express different opinions and provide detailed accounts of personal experiences and feelings in letters or online writing.	SPEAKING OBJECTIVES UNIT 5 - 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. UNIT 6 - Give a short, prepared presentation on a familiar topic using simple language. - Give simple reasons to support a viewpoint on a familiar issue (e.g., school, hobbies, travel). Indicate a health problem simply, possibly with gestures or body language. Offer advice on simple matters within their field of experience.	SDG GOALS UNIT 6 Understand a short talk on ways to stay mentally and physically healthy.	AI GOALS <i>For all AI objectives, see <u>Week 1-2-3.</u></i>
UNITS / HOURS QUIZ 1 / 1 HOUR UNIT 5 WORK 9 HOURS UNIT 6 HEALTH 10 HOURS					MEDIATION UNIT 5 - 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). UNIT 6 - Use visual aids (e.g., charts or diagrams) to help others understand information.	Teacher’s notes
GRAMMAR RANGE UNIT 5 Modals of ability, obligation, necessity and permission Present Perfect with for and since UNIT 6 Quantifiers too, enough / -ing forms /Present Perfect (just/already/yet)				VOCABULARY RANGE UNIT 5 Work collocations / Adjectives for appearance /Work+preposition UNIT 6 Minor illnesses / Exercise / Food groups SEE LH B1 UNIT 5/ 6 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 5 Giving information about your experience in a job interview UNIT 6 Talking about your symptoms				PRONUNCIATION UNIT 5 Consonants (W/V) /can,can’t, must, mustn’t / have, has, for, since UNIT 6 Vowels		
ASSESSMENT 14.10.2025 QUIZ 1 - Including Unit 4						
REMINDERS:						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 6 20.10.2025 21.10.2025 22.10.2025 23.10.2025 24.10.2025	READING OBJECTIVES For Unit 6 objectives, see Week 5. - Recognize significant points in straightforward news articles on familiar subjects. - Identify agreement, disagreement, or uncertainty expressed in texts. - Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles using common everyday language.	LISTENING OBJECTIVES For Unit 6 objectives, see Week 5. - Understand main points and important details in stories and narratives (e.g., holiday descriptions), provided the delivery is slow and clear. - Understand the main points of straightforward monologues (e.g., guided tours), delivered clearly and relatively slowly. - Understand simple technical information such as operating instructions for everyday equipment.	WRITING OBJECTIVES For Unit 6 objectives, see Week 5. - Write very brief reports in a standard, conventional format, conveying routine factual information and basic reasons for actions. - Present a topic using a short report or poster format, supported by visuals such as photographs and short text blocks.	SPEAKING OBJECTIVES For Unit 6 objectives, see Week 5. - Enter unprepared into conversations on familiar topic. - Relate the main points of a book or film they have seen or read and describe their reaction in simple terms. - Give a short, prepared presentation on a familiar topic using simple language. - Maintain a conversation or discussion, though sometimes may struggle to express exactly what they want.	SDG GOALS For Unit 6 objectives, see Week 5.	AI GOALS For all AI objectives, see Week 1-2-3.
UNITS / HOURS PW-1 / 3 HOURS UNIT 6 HEALTH 6 HOURS UNIT 7 MIND 11 HOURS					MEDIATION For Unit 6 objectives, see Week 5. - Clarify the meaning of unfamiliar words or phrases using simpler terms or examples. - Collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. - Can interpret and describe overall trends shown in simple diagrams (e.g. graphs, bar charts).	Teacher’s notes
GRAMMAR RANGE UNIT 6 Quantifiers too, enough / -ing forms / Present Perfect (just/already/yet) UNIT 7 Articles / Used to				VOCABULARY RANGE UNIT 6 Minor illnesses / Exercise / Food groups UNIT 7 Feelings / Shortened words / Phrasal Verbs SEE LH B1 UNIT 6/7 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 6 Talking about your symptoms UNIT 7 Describe an object and say what you use it for				PRONUNCIATION UNIT 6 Vowels UNIT 7 used to / practicing ‘the’		
ASSESSMENT Project Work 1 (Introducing your hometown) – In-class presentation						
REMINDERS: Omit: 7.1 Pronunciation / 7.2 Speaking						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 7 27.10.2025 28.10.2025 29.10.2025 30.10.2025 31.10.2025	READING OBJECTIVES <i>For Unit 7 objectives, see Week 6.</i> - Find and understand relevant information in everyday materials such as letters, brochures, and short official documents. - Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles using common everyday language.	LISTENING OBJECTIVES <i>For Unit 7 objectives, see Week 6.</i> - 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.	WRITING OBJECTIVES <i>For Unit 7 objectives, see Week 6.</i>	SPEAKING OBJECTIVES <i>For Unit 7 objectives, see Week 6.</i> - Give and seek personal views and opinions on topics of interest. - Relate the main points of a book or film they have seen or read and describe their reaction in simple terms. - Give a short, prepared presentation on a familiar topic using simple language. - Express beliefs, opinions, agreement, and disagreement politely. - Give simple reasons to support a viewpoint on a familiar issue (e.g., school, hobbies, travel).	SDG GOALS	AI GOALS <i>For all AI objectives, see Week 1-2-3.</i>
UNITS / HOURS OFFICIAL HOLIDAY 4 HOURS UNIT 7 MIND 5 HOURS UNIT 8 ART 11 HOURS					MEDIATION <i>For Unit 7 objectives, see Week 6.</i> Clarify the meaning of unfamiliar words or phrases using simpler terms or examples.	Teacher’s notes
GRAMMAR RANGE UNIT 7 Articles / Used to UNIT 8 Reflexive Pronouns / Infinitive of purpose / First Conditional				VOCABULARY RANGE UNIT 7 Feelings / Shortened words / Phrasal Verbs UNIT 8 Music / Types of art / Film and book genres / Adjectives SEE LH B1 UNIT 7/8 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 7 Describe an object and say what you use it for UNIT 8 Show interest in a topic				PRONUNCIATION UNIT 7 used to / practicing ‘the’ UNIT 8 Consonant clusters/ Vowels i-i / Word stress in longer words		
ASSESSMENT						
REMINDERS: Omit: 7.1 Pronunciation / 7.2 Speaking / Unit 8 Writing Hub (Film review) 29.10.2025 OFFICIAL HOLIDAY						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 8 03.11.2025 04.11.2025 05.11.2025 06.11.2025 07.11.2025	READING OBJECTIVES For Unit 8 objectives, see Week 7. - 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.	LISTENING OBJECTIVES For Unit 8 objectives, see Week 7. - 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).	WRITING OBJECTIVES Give straightforward descriptions on a range of familiar subjects within their field of interest. Produce a short, structured text on a topic of personal interest, listing advantages and disadvantages and expressing and justifying opinions.	SPEAKING OBJECTIVES For Unit 8 objectives, see Week 7. 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.	SDG GOALS	AI GOALS For all AI objectives, see Week 1-2-3.
UNITS / HOURS WQ 1 / 1 HOUR UNIT 8 ART 5 HOURS UNIT 9 MONEY 14 HOURS					MEDIATION For Unit 8 objectives, see Week 7. Clarify the meaning of unfamiliar words or phrases using simpler terms or examples.	Teacher’s notes
GRAMMAR RANGE UNIT 8 Reflexive Pronouns / Infinitive of purpose / First Conditional UNIT 9 Second Conditional / Defining Relative Clauses / Gerunds				VOCABULARY RANGE 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 8/9 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 8 Show interest in a topic UNIT 9 Shopping for clothes / Asking for a refund / Adding emphasis				PRONUNCIATION UNIT 8 Consonant clusters/ Vowels i-i / Word stress in longer words UNIT 9 Vowels / /s/ or /z/ sounds / Identifying sounds		
ASSESSMENT 04.11.2025 WRITING QUIZ 1 - Including Unit 7						
REMINDERS: Omit: Unit 8 Writing Hub (Film review)						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

FALL BREAK (10.11.2025- 14.11.2025)

WEEK 9 17.11.2025 18.11.2025 19.11.2025 20.11.2025 21.11.2025	READING OBJECTIVES <u>For Unit 9 objectives, see Week 8.</u> - 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	LISTENING OBJECTIVES <u>For Unit 9 objectives, see Week 8.</u> - 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.	WRITING OBJECTIVES <u>For Unit 9 objectives, see Week 8.</u> - Produce a short, structured text on a topic of personal interest, listing advantages and disadvantages and expressing and justifying opinions. - Write detailed accounts of personal experiences, expressing feelings and reactions in straightforward language. - Re-read their own texts to check for common grammar mistakes (e.g., verb tense consistency, subject-verb agreement).	SPEAKING OBJECTIVES <u>For Unit 9 objectives, see Week 8.</u> - 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.	SDG GOALS	AI GOALS <u>For all AI objectives, see Week 1-2-3.</u>
UNITS / HOURS PW-2 / 1 HOUR UNIT 9 MONEY 4 HOURS UNIT 10 SCIENCE AND TECHNOLOGY 15 HOURS					MEDIATION <u>For Unit 9 objectives, see Week 8.</u>	Teacher’s notes
GRAMMAR RANGE UNIT 9 Second Conditional / Defining Relative Clauses / Gerunds UNIT 10 Comparatives and Superlatives / need to				VOCABULARY RANGE UNIT 9 Prepositions in money phrases / Verbs connected with money Make and Do expressions UNIT 10 Electronic devices / Using devices&Internet / Collocations SEE LH B1 UNIT 9/10 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 9 Shopping for clothes / Asking for a refund / Adding emphasis UNIT 10 Make and receive formal and informal calls				PRONUNCIATION UNIT 9 Vowels / /s/ or /z/ sounds / Identifying sounds UNIT 10 -ist in superlative adjectives / “is” in comparatives /Vowels		
ASSESSMENT						
REMINDERS: Project Work 2 Classroom Instruction: The documents will be provided in advance by the Speaking Unit. Please check OneDrive for the documents.						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 10 24.11.2025 25.11.2025 26.11.2025 27.11.2025 28.11.2025	READING OBJECTIVES <i>For Unit 10 objectives, see Week 9.</i> - Understand straightforward personal letters, emails, or postings giving relatively detailed accounts of events and experiences. - Follow a line of argument or sequence of events by focusing on common logical connectors (e.g., however, because) and temporal connectors (e.g., after that, beforehand). - Understand travel diaries describing events, experiences, and discoveries during a journey.	LISTENING OBJECTIVES <i>For Unit 10 objectives, see Week 9.</i> - Generally follow the main points of extended discussions around them, if delivered clearly. - Understand main points and important details in stories and narratives (e.g., holiday descriptions), provided the delivery is slow and clear.	WRITING OBJECTIVES <i>For Unit 10 objectives, see Week 9.</i> - Write basic emails or letters of a factual nature (e.g. to request information or ask for/give confirmation). - Write detailed accounts of personal experiences, expressing feelings and reactions in straightforward language. - Compose personal letters or emails describing experiences, feelings, and events in some detail.	SPEAKING OBJECTIVES <i>For Unit 10 objectives, see Week 9.</i> - Give a short, prepared presentation on a familiar topic using simple language. - Express opinions on familiar topics from everyday life using simple phrases and expressions. - Take part in routine formal discussions on familiar subjects, exchanging factual information, receiving instructions, or discussing practical solutions. - Narrate a simple story or describe an event, real or imagined, using basic language. - Give basic accounts of past experiences, including feelings and reactions.	SDG GOALS Give a short presentation on how your community can reduce its carbon footprint.	AI GOALS <i>For all AI objectives, see Week 1-2-3.</i>
UNITS / HOURS ACH 1 / 4 HOURS UNIT 10 SCIENCE AND TECHNOLOGY 3 HOURS UNIT 11 NATURAL WORLD 13 HOURS					MEDIATION	Teacher’s notes
GRAMMAR RANGE UNIT 10 Comparatives and Superlatives / need to UNIT 11 Present&Past Simple Passive / Adjective + to infinitive / even				VOCABULARY RANGE UNIT 10 Electronic devices / Using devices&Internet / Collocations UNIT 11 Natural features / Animals / Indefinite pronouns SEE LH B1 UNIT 10/11 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 10 Make and receive formal and informal calls UNIT 11 Tell a story				PRONUNCIATION UNIT 10 -ist in superlative adjectives / “is” in comparatives /Vowels UNIT 11 Vowels / to / /r/ pronounced or silent / Showing interest		
ASSESSMENT 28.11.2025 ACHIEVEMENT 1 - Including Unit 9						
REMINDERS: Omit: 11.1 Grammar Part C						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 11 01.12.2025 02.12.2025 03.12.2025 04.12.2025 05.12.2025	READING OBJECTIVES <i>For Unit 11 objectives, see Week 10.</i> - Recognize significant points in straightforward news articles on familiar subjects. - Find and understand relevant information in everyday materials such as letters, brochures, and short official documents. - Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles using common everyday language.	LISTENING OBJECTIVES <i>For Unit 11 objectives, see Week 10.</i> - Understand most recorded or broadcast material on topics of personal interest, delivered in clear standard language. - Generally follow the main points of extended discussions around them, if delivered clearly.	WRITING OBJECTIVES <i>For Unit 11 objectives, see Week 10.</i> Narrate a story or describe a sequence of events clearly using appropriate chronological markers. Follow the plot of stories, simple novels, and comics with a clear linear storyline and high-frequency everyday language, with occasional dictionary use. Edit for coherence by adding simple linking words (e.g., <i>then, because, however</i>).	SPEAKING OBJECTIVES <i>For Unit 11 objectives, see Week 10.</i> Find out and pass on straightforward factual information. - Briefly give simple reasons and explanations for opinions, plans, and actions. - Express opinions on familiar topics from everyday life using simple phrases and expressions. - Maintain a conversation or discussion, though sometimes may struggle to express exactly what they want. - Give a short, prepared presentation on a familiar topic using simple language. - Express beliefs, opinions, agreement, and disagreement politely.	SDG GOALS <i>For Unit 11 objectives, see Week 10.</i>	AI GOALS <i>For all AI objectives, see Week 1-2-3.</i>
UNITS / HOURS UNIT 11 NATURAL WORLD 5 HOURS UNIT 12 MEDIA 15 HOURS					MEDIATION Paraphrase key ideas from a classroom discussion for a peer who missed it. Ask parties in a disagreement to explain their point of view, and can respond briefly to their explanations, provided the topic is familiar to them and the parties express themselves clearly. Take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the lecture is both formulated in simple language and articulated clearly.	Teacher’s notes
GRAMMAR RANGE UNIT 11 Present&Past Simple Passive / Adjective + to infinitive / even UNIT 12 Reported Speech / Past Perfect / Shall				VOCABULARY RANGE UNIT 11 Natural features / Animals / Indefinite pronouns UNIT 12 News expressions / Television / Advertising SEE LH B1 UNIT 11/12 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 11 Tell a story UNIT 12 Give and respond to opinions / Agreeing / Disagreeing				PRONUNCIATION UNIT 11 Vowels / to / /r/ pronounced or silent / Showing interest UNIT 12 Vowels / Word stress in Past Perfect sentences / Agreeing&Disagreeing		
ASSESSMENT						
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 - Story Writing						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 13 15.12.2025 16.12.2025 17.12.2025 18.12.2025 19.12.2025	READING OBJECTIVES - Understand straightforward, factual texts related to their interests or studies. - Identify the meaning of unfamiliar words or signs from context, particularly on topics related to their field and interests.	LISTENING OBJECTIVES - Distinguish between main ideas and supporting details in standard speech /lectures on familiar subjects, provided these are delivered clearly in standard language or a familiar variety. - Understand the information content of the majority of recorded or broadcast material on topics of personal interest when delivered in clear standard language.	WRITING OBJECTIVES - Produce short essays on topics of personal interest, with clear structure and coherent development. - Write texts on topical subjects of personal interest, listing advantages and disadvantages and clearly justifying their opinion. - Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic). - Reflect on their writing and revise to improve coherence and flow between ideas.	SPEAKING OBJECTIVES - Give brief comments on others' opinions. - Carry out a prepared interview, including checking and confirming information, occasionally needing repetition if responses are fast or extended. - Compare and contrast alternatives (e.g., options, places, people), discussing preferences and choices. - Deliver a prepared presentation on a familiar topic within their field. - Follow much of what is said in their field, provided speech is clear and not overly idiomatic.	SDG GOALS <i>For Unit 3 objectives, see Week 14.</i>	AI GOALS <i>For all AI objectives, see Week 1-2-3.</i>
UNITS / HOURS QUIZ 2 / 1 HOUR UNIT 2 EXPERIENCES 17 HOURS UNIT 3 ON THE MOVE 2 HOURS	<i>For Unit 3 objectives, see Week 14.</i>	<i>For Unit 3 objectives, see Week 14.</i>	<i>For Unit 3 objectives, see Week 14.</i>	<i>For Unit 3 objectives, see Week 14.</i>	MEDIATION - 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). <i>For Unit 3 objectives, see Week 14.</i>	Teacher's notes
GRAMMAR RANGE UNIT 2 Present Perfect Simple&Past Simple / Present&Past ability UNIT 3 Narrative Tenses / Articles&Quantifiers				VOCABULARY RANGE UNIT 2 Collocations / Dependent Prepositions / Problems&Solutions UNIT 3 Collocations / Gradable and ungradable adjectives / Nouns ending in -ion SEE LH B1+ UNIT 2/3 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 2 Ask for, give and refuse permission UNIT 3 Tell a story				PRONUNCIATION UNIT 2 's and 've / Word stress / Intonation and stress in questions UNIT 3 Word stress / Intonation in responses		
ASSESSMENT 16.12.2025 QUIZ 2 - Including B1+ / Unit 1						
REMINDERS: Omit: Unit 2 Writing Hub (Informal e-mail) Study: Writing Pack - Opinion essay Omit: 3.2 Pronunciation - A/B/C						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 14 22.12.2025 23.12.2025 24.12.2025 25.12.2025 26.12.2025	READING OBJECTIVES - Understand short texts where people express points of view, such as critical contributions to online forums or readers' letters. - Scan longer texts to locate specific information and gather relevant details from different parts of a text or multiple texts to complete a task.	LISTENING OBJECTIVES - Follow most everyday conversations and discussions, provided speech is clearly articulated in standard language or a familiar variety. - Recognize the speaker's point of view and distinguish it from factual information being reported. - Follow the chronological sequence in extended informal discourse, such as stories or anecdotes.	WRITING OBJECTIVES Write a clear and polite letter of complaint, providing relevant supporting details and clearly stating the desired outcome.	SPEAKING OBJECTIVES - Relate a straightforward narrative or description fluently as a clear sequence of points. - Give simple reasons to justify a viewpoint on a familiar topic. - Clearly put forward a point of view, though may struggle in extended debate. - Explain why something is a problem and suggest what to do next. - Summarise and give an opinion on a short story, article, talk, discussion, or documentary, and answer follow-up questions.	SDG GOALS - Understand the main points of a discussion about environmental campaigns (e.g., Car-Free Day, cycling schemes, electric cars). - Express and justify their opinions about transport proposals, agreeing and disagreeing politely in a group discussion. - Give a short, clear argument supporting one transport proposal (e.g., reducing car use, going electric, or promoting cycling).	AI GOALS <i>For all AI objectives, see Week 1-2-3.</i>
UNITS / HOURS PW-2 / 3 HOURS UNIT 3 ON THE MOVE 14 HOURS UNIT 4 CHANGE 3 HOURS	<i>For Unit 4 objectives, see Week 15.</i>	<i>For Unit 4 objectives, see Week 15.</i>	<i>For Unit 4 objectives, see Week 15.</i>	MEDIATION - 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 MEDC
GRAMMAR RANGE UNIT 3 Narrative Tenses / Articles&Quantifiers UNIT 4 Future forms / Making predictions			VOCABULARY RANGE UNIT 3 Collocations / Gradable and ungradable adjectives / Nouns ending in -ion UNIT 4 Collocations / Prefixes SEE LH B1+ UNIT 3/4 WORDLIST			
FUNCTIONAL LANGUAGE UNIT 3 Tell a story UNIT 4 Clarifying&Asking for clarifications / Dealing with complaints			PRONUNCIATION UNIT 3 Word stress / Intonation in responses UNIT 4 Contraction of "will" / Linking consonants & Vowels /Intonation &Stress			
ASSESSMENT Project Work 2 (Roleplay) – In-class performance						
REMINDERS: Omit: 3.2 Pronunciation - A/B/C Omit: 4.1 Pronunciation A/B/C/D / Unit 4 Writing Hub (Essay) Study: Writing Pack - Cause& Effect Essays						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 15 29.12.2025 30.12.2025 31.12.2025 01.01.2026 02.01.2026	READING OBJECTIVES - Understand straightforward, factual texts related to their interests or studies. - Scan longer texts to locate specific information and gather relevant details from different parts of a text or multiple texts to complete a task.	LISTENING OBJECTIVES - Follow most everyday conversations and discussions, provided speech is clearly articulated in standard language or a familiar variety. - Distinguish between main ideas and supporting details in standard lectures/speech on familiar subjects, provided these are delivered clearly in standard language or a familiar variety.	WRITING OBJECTIVES - Produce short essays on topics of personal interest, with clear structure and coherent development. - Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic). - Reflect on their writing and revise to improve coherence and flow between ideas.	SPEAKING OBJECTIVES - Summarise and give an opinion on a short story, article, talk, discussion, or documentary, and answer follow-up questions. - Express thoughts on abstract or cultural topics (e.g., music, films). - Explain why something is a problem and suggest what to do next. - Compare and contrast alternatives (e.g., options, places, people), discussing preferences and choices.	SDG GOALS	AI GOALS - MEDIA PROJECT - Use AI tools to assist in creating media content (e.g., visuals, voice-overs, scripts, subtitles). - Collaborate in teams to develop a digital project (e.g., video, podcast, presentation) with ethical use of AI assistance. - Evaluate the impact of AI on communication, media literacy, and creativity. - Use AI to research and refine their chosen media project topics. - Adjust tone and fluency to match their target audience. - Use AI to assess the quality of their projects. - Refine their media projects using AI-based insights.
UNITS / HOURS SPE 1/ 4 HOURS PW-3 / 1 HOUR OFFICIAL HOLIDAY 4 HOURS UNIT 4 CHANGE 11 HOURS					MEDIATION - Summarize key information from longer, structured texts (e.g., news articles, opinion pieces). - Convey the main arguments of two sides of a discussion and help others understand differing viewpoints. - Collaborate in group work by clarifying, suggesting alternatives, and helping others express their ideas. - Guide a peer through completing a form, solving a task, or using a tool (e.g., a course platform or application form). - Summarize opinions from a group discussion and present them in writing or orally.	Teacher's notes
GRAMMAR RANGE UNIT 4 Future forms / Making predictions				VOCABULARY RANGE UNIT 4 Collocations / Prefixes SEE LH B1+ UNIT 4 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 4 Clarifying&Asking for clarifications / Dealing with complaints				PRONUNCIATION UNIT 4 Contraction of “will” / Linking consonants & Vowels /Intonation &Stress		
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: 4.1 Pronunciation A/B/C/D / Unit 4 Writing Hub (Essay) Study: Writing Pack - Cause& Effect Essays						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 16 05.01.2026 06.01.2026 07.01.2026 08.01.2026 09.01.2026	READING OBJECTIVES <i>For Unit 4 objectives, see Week 15.</i> - Understand referencing words (e.g., pronouns, conjunctions) and how they connect ideas. - Scan straightforward factual texts in magazines, brochures, or on the web to identify their topic and assess practical usefulness. - Scan longer texts to locate specific information and gather relevant details from different parts of a text or multiple texts to complete a task. - Understand short texts where people express points of view, such as critical contributions to online forums or readers’ letters.	LISTENING OBJECTIVES <i>For Unit 4 objectives, see Week 15.</i> - Follow most everyday conversations and discussions, provided speech is clearly articulated in standard language or a familiar variety. - Distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered clearly in standard language or a familiar variety.	WRITING OBJECTIVES <i>For Unit 4 objectives, see Week 15.</i> - Produce short essays on topics of personal interest, with clear structure and coherent development. - Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic). - Reflect on their writing and revise to improve coherence and flow between ideas. - Write texts on topical subjects of personal interest, listing advantages and disadvantages and clearly justifying their opinion.	SPEAKING OBJECTIVES <i>For Unit 4 objectives, see Week 15.</i> - Carry out a prepared interview, including checking and confirming information, occasionally needing repetition if responses are fast or extended. - Compare and contrast alternatives (e.g., options, places, people), discussing preferences and choices. - Deliver a prepared presentation on a familiar topic within their field. - Outline similarities and differences clearly (e.g., between products, countries/regions, or plans). - Follow much of what is said in their field, provided speech is clear and not overly idiomatic.	SDG GOALS - Follow the main points of a podcast about environmental campaigns and understand examples that illustrate business practices. - Express and justify their opinions about the impact of buying second-hand clothes and sustainable fashion campaigns. - Take part in discussions, comparing ideas and reaching agreement about which environmental business idea is most effective. - Summarize information from a podcast or text (e.g., “Worn Wear” campaign) and explain it in their own words to their peers.	AI GOALS <i>For all AI objectives, see Week 1-2-3.</i>
UNITS / HOURS ACH 2 / 4 HOURS UNIT 4 CHANGE 2 HOURS UNIT 5 WORK AND BUSINESS 14 HOURS					MEDIATION <i>For Unit 4 objectives, see Week 15.</i> - 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 <

WEEK 17 09.02.2026 10.02.2026 11.02.2026 12.02.2026 13.02.2026	READING OBJECTIVES <i>For Unit 5 objectives, see Week 16.</i> - Scan straightforward factual texts in magazines, brochures, or on the web to identify their topic and assess practical usefulness. - Scan longer texts to locate specific information and gather relevant details from different parts of a text or multiple texts to complete a task.	LISTENING OBJECTIVES <i>For Unit 5 objectives, see Week 16.</i> - Distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered clearly in standard language or a familiar variety. - Follow most everyday conversations and discussions, provided speech is clearly articulated in standard language or a familiar variety. - Recognize the speaker’s point of view and distinguish it from factual information being reported.	WRITING OBJECTIVES <i>For Unit 5 objectives, see Week 16.</i> - Write texts on topical subjects of personal interest, listing advantages and disadvantages and clearly justifying their opinion. - Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic). - Reflect on their writing and revise to improve coherence and flow between ideas.	SPEAKING OBJECTIVES <i>For Unit 5 objectives, see Week 16.</i> - Deliver a prepared presentation on a familiar topic within their field. - Explain the main points in an idea or problem with reasonable precision. - Give simple reasons to justify a viewpoint on a familiar topic. - Develop an argument well enough to be followed without difficulty most of the time. - Carry out a prepared interview, including checking and confirming information, occasionally needing repetition if responses are fast or extended. - Start and sustain conversations by asking spontaneous questions about special experiences or events and reacting with opinions on familiar subjects.	SDG GOALS <i>For Unit 5 objectives, see Week 16.</i>	AI GOALS <i>For all AI objectives, see Week 1-2-3.</i>
UNITS / HOURS UNIT 5 WORK AND BUSINESS 2 HOURS UNIT 6 SPORTS AND HOBBIES 18 HOURS					MEDIATION <i>For Unit 5 objectives, see Week 16.</i> - 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.	Teacher’s notes
GRAMMAR RANGE UNIT 5 Past habits&States / Passive UNIT 6 Modals of obligation / Present Perfect Continuous / had to - needed to				VOCABULARY RANGE UNIT 5 Employment Skills & Qualities / Verbs of influence / Collocations UNIT 6 Adjectives ending in -ive / Sport / Hobbies&Free time activities SEE LH B1+ UNIT 5/6 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 5 Structuring a presentation UNIT 6 Expressing opinion				PRONUNCIATION UNIT 5 Intonation&Rhythm / Silent consonants / Ordering adverbs UNIT 6 Rhythm: Pausing / “been” weak form / Intonation for expressing opinions		
ASSESSMENT						
REMINDERS: Omit: Unit 5 Writing Hub (Application letter) Study: Writing Pack - Compare& Contrast Essays						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 18 16.02.2026 17.02.2026 18.02.2026 19.02.2026 20.02.2026	READING OBJECTIVES - Scan straightforward factual texts in magazines, brochures, or on the web to identify their topic and assess practical usefulness. - Identify the meaning of unfamiliar words or signs from context, particularly on topics related to their field and interests. - Differentiate facts from opinions in texts. <i>For Unit 8 objectives, see <u>Week 19.</u></i>	LISTENING OBJECTIVES - Follow most everyday conversations and discussions, provided speech is clearly articulated in standard language or a familiar variety. - Recognize the speaker’s point of view and distinguish it from factual information being reported. <i>For Unit 8 objectives, see <u>Week 19.</u></i>	WRITING OBJECTIVES Write texts on topical subjects of personal interest, listing advantages and disadvantages and clearly justifying their opinion.	SPEAKING OBJECTIVES - Outline similarities and differences clearly (e.g., between products, countries/regions, or plans). - Explain the main points in an idea or problem with reasonable precision. - Start and sustain conversations by asking spontaneous questions about special experiences or events and reacting with opinions on familiar subjects. - Deliver a prepared presentation on a familiar topic within their field. - Explain why something is a problem and suggest what to do next. <i>For Unit 8 objectives, see <u>Week 19.</u></i>	SDG GOALS - Understand the main points of a radio show or podcast about food waste. - Discuss personal habits and propose solutions to reduce waste. - Interpret short texts or infographics about waste and environmental impact. MEDIATION - 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. <i>For Unit 8 objectives, see <u>Week 19.</u></i>	AI GOALS <i>For all AI objectives, see <u>Week 1-2-3.</u></i>
UNITS / HOURS WQ 2 / 1 HOUR UNIT 7 FOOD 16 HOURS UNIT 8 INNOVATION 3 HOURS						
GRAMMAR RANGE UNIT 7 Modals of speculation&deduction / Comparatives&Superlatives UNIT 8 Relative Clauses / Zero&First Conditionals / Conditionals with modals and imperatives				VOCABULARY RANGE UNIT 7 Phrasal verbs / Adjectives to describe food / Waste UNIT 8 Word families / Creative thinking / Positive adjectives SEE LH B1+ UNIT 7/8 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 7 Making suggestions UNIT 8 Give and follow instructions				PRONUNCIATION UNIT 7 Diphthongs/ Word stress with modals /vowel+w / Suggestions UNIT 8 Relative Clauses / will&won’t / Sentence stress		
ASSESSMENT 17.02.2026 WRITING QUIZ 2 - Including B1+ / Unit 6						
REMINDERS: Omit: 8.2 Pronunciation A/B/C Unit 8 Writing Hub (Biography)						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 19 23.02.2026 24.02.2026 25.02.2026 26.02.2026 27.02.2026	READING OBJECTIVES - Understand formal correspondence on less familiar subjects well enough to redirect it appropriately. - Understand referencing words (e.g., pronouns, conjunctions) and how they connect ideas. - Understand short texts where people express points of view, such as critical contributions to online forums or readers’ letters. - Scan straightforward factual texts in magazines, brochures, or on the web to identify their topic and assess practical usefulness. <i>For Unit 9 objectives, see Week 20.</i>	LISTENING OBJECTIVES - Follow most everyday conversations and discussions, provided speech is clearly articulated in standard language or a familiar variety. - Follow the chronological sequence in extended informal discourse, such as stories or anecdotes. <i>For Unit 9 objectives, see Week 20.</i>	WRITING OBJECTIVES <i>For Unit 9 objectives, see Week 20.</i>	SPEAKING OBJECTIVES - Have relatively long conversations on subjects of common interest, provided their interlocutor supports understanding. - Clearly put forward a point of view, though may struggle in extended debate. - Give brief comments on others' opinions. - Compare and contrast alternatives (e.g., options, places, people), discussing preferences and choices. - Deliver a prepared presentation on a familiar topic within their field. - Outline similarities and differences clearly (e.g., between products, countries/regions, or plans). - Start and sustain conversations by asking spontaneous questions about special experiences or events and reacting with opinions on familiar subjects. <i>For Unit 9 objectives, see Week 20.</i>	SDG GOALS	AI GOALS <i>For all AI objectives, see Week 1-2-3.</i>
UNITS / HOURS PW-3 / 3 HOURS UNIT 8 INNOVATION 13 HOURS UNIT 9 THE ARTS 4 HOURS					MEDIATION - Collaborate in group work by clarifying, suggesting alternatives, and helping others express their ideas. - Summarize opinions from a group discussion and present them in writing or orally. <i>For Unit 9 objectives, see Week 20.</i>	Teacher’s notes
GRAMMAR RANGE UNIT 8 Relative Clauses / Zero&First Conditionals / Conditionals with modals and imperatives UNIT 9 Second Conditional / Reported Speech				VOCABULARY RANGE UNIT 8 Word families / Creative thinking / Positive adjectives UNIT 9 The Arts / Verbal idioms / Reporting verbs SEE LH B1+ UNIT 8/9 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 8 Give and follow instructions UNIT 9 Talking about films&books				PRONUNCIATION UNIT 8 Relative Clauses / will&won’t / Sentence stress UNIT 9 Consonants / Story telling / Words connected to films		
ASSESSMENT Project Work 3 (Media Project) – Sharing in class						
REMINDERS: Omit: 8.2 Pronunciation A/B/C Unit 8 Writing Hub (Biography)						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 20 02.03.2026 03.03.2026 04.03.2026 05.03.2026 06.03.2026	READING OBJECTIVES - Understand referencing words (e.g., pronouns, conjunctions) and how they connect ideas. - Scan straightforward factual texts in magazines, brochures, or on the web to identify their topic and assess practical usefulness. - Read newspaper or magazine accounts of cultural events (films, books, concerts) aimed at a wider audience and grasp main points. <i>For Unit 10 objectives, see Week 21.</i>	LISTENING OBJECTIVES - 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. <i>For Unit 10 objectives, see Week 21.</i>	WRITING OBJECTIVES Write reviews of films, books, TV programmes, or events, giving opinions and relevant details. <i>For Unit 10 objectives, see Week 21.</i>	SPEAKING OBJECTIVES - 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. <i>For Unit 10 objectives, see Week 21.</i>	SDG GOALS	AI GOALS <i>For all AI objectives, see Week 1-2-3.</i>
UNITS / HOURS UNIT 9 THE ARTS 16 HOURS UNIT 10 PSYCHOLOGY 4 HOURS					MEDIATION - 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. <i>For Unit 10 objectives, see Week 21.</i>	Teacher’s notes
GRAMMAR RANGE UNIT 9 Second Conditional / Reported Speech UNIT 10 Third Conditional / Should have + past participle / Hopes&wishes				VOCABULARY RANGE UNIT 9 The Arts / Verbal idioms / Reporting verbs UNIT 10 Psychology verbs / expressions with “mind” / reflexive verbs Staying organized SEE LH B1+ UNIT 9/10 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 9 Talking about films&books UNIT 10 Make and accept apologies				PRONUNCIATION UNIT 9 Consonants / Story telling / Words connected to films UNIT 10 Emphasis&reflexive pronouns / Vowel sounds		
ASSESSMENT						
REMINDERS: Omit: 10.1 Pronunciation A/B Omit: Unit 10 Writing Hub (Report) Study: Writing Pack / Writing a report						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 22 23.03.2026 24.03.2026 25.03.2026 26.03.2026 27.03.2026	READING OBJECTIVES - 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. For Unit 2 objectives, see Week 23.	LISTENING OBJECTIVES - 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. For Unit 2 objectives, see Week 23.	WRITING OBJECTIVES Compose formal correspondence such as letters of enquiry, request, application and complaint using appropriate register, structure and conventions. For Unit 2 objectives, see Week 23.	SPEAKING OBJECTIVES - 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. For Unit 2 objectives, see Week 23.	SDG GOALS	AI GOALS For all AI objectives, see Week 1-2-3.
UNITS / HOURS PW-4 / 1 HOUR UNIT 1 CONNECTIONS 15 HOURS UNIT 2 LIFESTYLES 4 HOURS					MEDIATION - 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. For Unit 2 objectives, see Week 23.	Teacher's notes
GRAMMAR RANGE UNIT 1 Question forms / Tense review UNIT 2 Present Perfect Simple&Present Perfect Continuous Used to / Would / Be used to / Get used to				VOCABULARY RANGE UNIT 1 Feelings / Personality adjectives / Noun suffixes UNIT 2 Health and illness / Adverbs of stance / Adverb + adjective SEE LH B2 UNIT 1/2 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 1 Developing and introducing new topics				PRONUNCIATION UNIT 1 Intonation with questions / Connected speech UNIT 2 Connected speech / Catenation - used to		
ASSESSMENT						
REMINDERS: Project Work 4 Classroom Instruction: The documents will be provided in advance by the Speaking Unit. Please check OneDrive for the documents. If you are unable to provide instructions for Project Work 4 this week, you can carry it out next week instead. Omit: 2.3 Cafe Hub						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 23 30.03.2026 31.03.2026 01.04.2026 02.04.2026 03.04.2026	READING OBJECTIVES - 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. For Unit 3 objectives, see Week 24.	LISTENING OBJECTIVES - Identify the main reasons for and against an argument or idea in discussions conducted in clear standard language or a familiar variety. - Recognize and understand points of view expressed on current topics or within their specialised field, provided the talk is delivered in standard language or a familiar variety. - Follow the chronological sequence in extended informal discourse, such as stories or anecdotes. For Unit 3 objectives, see Week 24.	WRITING OBJECTIVES Compose articles designed to give advice on topics of interest or concern, using clear, persuasive language. For Unit 3 objectives, see Week 24.	SPEAKING OBJECTIVES - Describe in detail the personal significance of events and experiences. - Explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options. - Give a clear, prepared presentation on a familiar topic, supporting or opposing a particular point of view. - Engage in extended conversations on most general topics in a clearly participatory manner, even in moderately noisy environments. - Sustain their opinions in discussions by providing relevant explanations, arguments, and comments. For Unit 3 objectives, see Week 24.	SDG GOALS	AI GOALS For all AI objectives, see Week 1-2-3.
UNITS / HOURS WQ 3 / 1 HOUR (PW-4) UNIT 2 LIFESTYLES 12 HOURS UNIT 3 SURVIVAL 7 HOURS					MEDIATION Summarise extracts from news items, interviews or documentaries containing opinions, arguments and discussions. For Unit 3 objectives, see Week 24.	Teacher's notes
GRAMMAR RANGE UNIT 2 Present Perfect Simple&Present Perfect Continuous Used to / Would / Be used to / Get used to UNIT 3 Narrative tenses / Alternatives to "if" in conditionals				VOCABULARY RANGE UNIT 2 Health and illness / Adverbs of stance / Adverb + adjective UNIT 3 Descriptive verbs / Phrasal verbs / Dependent prepositions: adjectives SEE LH B2 UNIT 2/3 WORDLIST		
FUNCTIONAL LANGUAGE				PRONUNCIATION UNIT 2 Connected speech / Catenation - used to UNIT 3 Intonation in conditionals		
ASSESSMENT 31.03.2026 WRITING QUIZ 3 - Including B2 / Unit 1						
REMINDERS: In case you were unable to give instructions for Project Work 4 during the previous week, you can proceed with it this week. Omit: 2.3 Cafe Hub / 3.1 Pronunciation / 3.2 Speaking Hub / 3.3 Cafe Hub						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 24 06.04.2026 07.04.2026 08.04.2026 09.04.2026 10.04.2026	READING OBJECTIVES - Identify the sequence of events in narratives to follow the storyline clearly. - Apply various reading strategies to enhance understanding, including identifying main points and using contextual clues to check comprehension. <i>For Unit 4 objectives, see Week 25.</i>	LISTENING OBJECTIVES - 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. <i>For Unit 4 objectives, see Week 25.</i>	WRITING OBJECTIVES Give clear and detailed descriptions of real or imaginary events and experiences, marking relationships between ideas in coherent, connected text. <i>For Unit 4 objectives, see Week 25.</i>	SPEAKING OBJECTIVES - Construct a chain of reasoned arguments to support or oppose a point of view. - Present arguments for and against different options, clearly outlining advantages and disadvantages. - Take an active part in informal discussions in familiar contexts by commenting, clearly expressing viewpoints, evaluating alternatives, and making or responding to hypotheses. - Express ideas and opinions with precision and respond convincingly to complex arguments. - Outline an issue or problem clearly, speculate about causes or consequences, and weigh the advantages and disadvantages of different approaches. - Carry out an effective, fluent interview, moving beyond prepared questions and following up on interesting responses. <i>For Unit 4 objectives, see Week 25.</i>	SDG GOALS	AI GOALS <i>For all AI objectives, see Week 1-2-3.</i>			
UNITS / HOURS UNIT 3 SURVIVAL 9 HOURS UNIT 4 THE FUTURE 11 HOURS					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. - Summarise extracts from news items, interviews or documentaries containing opinions, arguments and discussions. - Take accurate notes in meetings and seminars on most matters likely to arise within their field of interest. - Act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary. <i>For Unit 4 objectives, see Week 25.</i>	Teacher's notes			
GRAMMAR RANGE UNIT 3 Narrative tenses / Alternatives to "if" in conditionals UNIT 4 Future forms Future Perfect - Future Continuous / Future Perfect Continuous				VOCABULARY RANGE UNIT 3 Descriptive verbs / Phrasal verbs / Dependent prepositions: adjectives UNIT 4 Noun+preposition / Noun&verbs with the same spelling / Intensifiers SEE LH B2 UNIT 3/4 WORDLIST					
FUNCTIONAL LANGUAGE				PRONUNCIATION UNIT 3 Intonation in conditionals UNIT 4 Noun&verbs with the same spelling / Intonation with intensifiers					
ASSESSMENT									
REMINDERS: Omit: 3.1 Pronunciation / 3.2 Speaking Hub / 3.3 Cafe Hub Omit: 4.3 Cafe Hub / Writing Hub (For and Against blog post) Study: Writing Pack - For and Against Essays									
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:									

WEEK 25 13.04.2026 14.04.2026 15.04.2026 16.04.2026 17.04.2026	READING OBJECTIVES - 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 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.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. For Unit 5 objectives, see Week 26.	LISTENING OBJECTIVES - 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. For Unit 5 objectives, see Week 26.	WRITING OBJECTIVES - Write essays or reports presenting arguments for and against a particular viewpoint, explaining advantages and disadvantages of various options. - Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic). For Unit 5 objectives, see Week 26.	SPEAKING OBJECTIVES - Give clear, detailed descriptions on a wide range of subjects related to their field of interest. - Explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options. - Construct a chain of reasoned arguments to support or oppose a point of view. - Present arguments for and against different options, clearly outlining advantages and disadvantages. - Take an active part in informal discussions in familiar contexts by commenting, clearly expressing viewpoints, evaluating alternatives, and making or responding to hypotheses. - Express ideas and opinions with precision and respond convincingly to complex arguments. - Sustain their opinions in discussions by providing relevant explanations, arguments, and comments.Outline an issue or problem clearly, speculate about causes or consequences, and weigh the advantages and disadvantages of different approaches. - Carry out an effective, fluent interview, moving beyond prepared questions and following up on interesting responses. For Unit 5 objectives, see Week 26.	SDG GOALS For Unit 5 objectives, see Week 26.	AI GOALS For all AI objectives, see Week 1-2-3.
UNITS / HOURS SPE 2 / 8 HOURS UNIT 4 THE FUTURE 7 HOURS UNIT 5 CHANGE 5 HOURS					MEDIATION Summarise the plot and sequence of events in a film or play. For Unit 5 objectives, see Week 26.	Teacher’s notes
GRAMMAR RANGE UNIT 4 Future forms Future Perfect - Future Continuous / Future Perfect Continuous UNIT 5 The Passive / Causatives / -ing and infinitive forms				VOCABULARY RANGE UNIT 4 Noun+preposition / Noun&verbs with the same spelling / Intensifiers UNIT 5 Green Vocabulary / Describing areas of a city / Prefixes SEE LH B2 UNIT 4/5 WORDLIST		
FUNCTIONAL LANGUAGE				PRONUNCIATION UNIT 4 Noun&verbs with the same spelling / Intonation with intensifiers UNIT 5 Words that lose a syllable		
ASSESSMENT 16.04.2026 / 17.04.2026 SPEAKING EXAM 2						
REMINDERS: Omit: 4.3 Cafe Hub / Writing Hub (For and Against blog post) Study: Writing Pack - For and Against Essays Omit: 5.1 Pronunciation A/B / 5.3 Cafe Hub / Writing Hub (Problem Solution article) Study: Writing Pack - Problem Solution Essay						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 26 20.04.2026 21.04.2026 22.04.2026 23.04.2026 24.04.2026	READING OBJECTIVES - Scan long and complex texts to locate relevant details efficiently. - Recognize different structures in discursive texts, such as contrasting arguments, problem–solution presentations, and cause–and–effect relationships. For Unit 6 objectives, see Week 27.	LISTENING OBJECTIVES Understand detailed instructions well enough to follow them successfully. For Unit 6 objectives, see Week 27.	WRITING OBJECTIVES - Evaluate different ideas or solutions to a problem, clearly presenting pros and cons. - Reflect on their writing and revise to improve coherence and flow between ideas. - Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic). For Unit 6 objectives, see Week 27.	SPEAKING OBJECTIVES Provide a clear, detailed explanation of how to carry out a procedure or task. For Unit 6 objectives, see Week 27.	SDG GOALS Write an article about how individuals can help fight climate change. For Unit 6 objectives, see Week 27.	AI GOALS For all AI objectives, see Week 1-2-3.
UNITS / HOURS OFFICIAL HOLIDAY 4 HOURS UNIT 5 CHANGE 13 HOURS UNIT 6 COMING OF AGE 3 HOURS					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. - Summarise extracts from news items, interviews or documentaries containing opinions, arguments and discussions. - Take accurate notes in meetings and seminars on most matters likely to arise within their field of interest. - Act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group’s view(s) in a plenary. For Unit 6 objectives, see Week 27.	Teacher’s notes
GRAMMAR RANGE UNIT 5 The Passive / Causatives / -ing and infinitive forms UNIT 6 Obligation, prohibition and permission / Articles				VOCABULARY RANGE UNIT 5 Green Vocabulary / Describing areas of a city / Prefixes UNIT 6 Education / Compound adjectives / Make&Do phrases SEE LH B2 UNIT 5/6 WORDLIST		
FUNCTIONAL LANGUAGE				PRONUNCIATION UNIT 5 Words that lose a syllable UNIT 6 Intonation to show interest		
ASSESSMENT						
REMINDERS: 23.04.2026 OFFICIAL HOLIDAY Omit: 5.1 Pronunciation A/B / 5.3 Cafe Hub / Writing Hub (Problem Solution article) Study: Writing Pack - Problem Solution Essay Omit: 6.2 Pronunciation A/B / 6.3 Cafe Hub / Writing Hub (Report) Study: (Writing Pack - Bar chart Description)						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 27 27.04.2026 28.04.2026 29.04.2026 30.04.2026 01.05.2026	READING 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 understanding, including identifying main points and using contextual clues to check comprehension. - Deduce the meaning of unknown words and phrases, including idioms, similes, and metaphors, by analyzing prefixes, suffixes, and context.	LISTENING OBJECTIVES Understand detailed instructions well enough to follow them successfully.	WRITING OBJECTIVES - Describe a variety of subjects related to their field of interest using appropriate genre conventions. - Write essays or reports presenting arguments for and against a particular viewpoint, explaining the advantages and disadvantages of various options.	SPEAKING OBJECTIVES - Give clear, detailed descriptions on a wide range of subjects related to their field of interest. - Engage in extended conversations on most general topics in a clearly participatory manner, even in moderately noisy environments.	SDG GOALS Participate in a discussion about barriers to education and possible solutions.	AI GOALS For all AI objectives, see Week 1-2-3.
UNITS / HOURS ACH 3 / 4 HOURS OFFICIAL HOLIDAY 4 HOURS UNIT 6 COMING OF AGE 12 HOURS					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.	Teacher’s notes
GRAMMAR RANGE UNIT 6 Obligation, prohibition and permission / Articles				VOCABULARY RANGE UNIT 6 Education / Compound adjectives / Make&Do phrases SEE LH B2 UNIT 6 WORDLIST		
FUNCTIONAL LANGUAGE				PRONUNCIATION UNIT 6 Intonation to show interest		
ASSESSMENT 30.04.2026 ACHIEVEMENT 3 - Including B2 / Unit 5						
REMINDERS: 01.05.2026 OFFICIAL HOLIDAY Omit: 6.2 Pronunciation A/B / 6.3 Cafe Hub / Writing Hub (Report) Study: (Writing Pack - Bar chart Reading reading)						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 28 04.05.2026 05.05.2026 06.05.2026 07.05.2026 08.05.2026	READING OBJECTIVES <i>For Unit 6 objectives, see Week 27.</i> - Scan long and complex texts to locate relevant details efficiently. - Deduce the meaning of unknown words and phrases, including idioms, similes, and metaphors, by analyzing prefixes, suffixes, and context.	LISTENING OBJECTIVES <i>For Unit 6 objectives, see Week 27.</i> Understand detailed instructions well enough to follow them successfully.	WRITING OBJECTIVES <i>For Unit 6 objectives, see Week 27.</i> Compose formal correspondence such as letters of enquiry, request, application and complaint using appropriate register, structure and conventions.	SPEAKING OBJECTIVES <i>For Unit 6 objectives, see Week 27.</i> - Provide a clear, detailed explanation of how to carry out a procedure or task. - Use telecommunications for a variety of personal and professional purposes, requesting clarification when faced with unfamiliar accents or terminology. (cafe hub)	SDG GOALS <i>For Unit 6 objectives, see Week 27.</i>	AI GOALS <i>For all AI objectives, see Week 1-2-3.</i>
UNITS / HOURS PW-4 / 3 HOURS UNIT 6 COMING OF AGE 3 HOURS UNIT 7 COMMUNITY 14 HOURS					MEDIATION <i>For Unit 6 objectives, see Week 27.</i> - Summarise extracts from news items, interviews or documentaries containing opinions, arguments and discussions. - Take accurate notes in meetings and seminars on most matters likely to arise within their field of interest. - Act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group’s view(s) in a plenary.	Teacher’s notes
GRAMMAR RANGE UNIT 6 Obligation, prohibition and permission / Articles UNIT 7 First Conditional with different future forms / Wish&If only				VOCABULARY RANGE UNIT 6 Education / Compound adjectives / Make&Do phrases UNIT 7 Verbs to describe change / Three-part phrasal verbs / Compound nouns SEE LH B2 UNIT 6/7 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 7 Talking on the phone				PRONUNCIATION UNIT 6 Intonation to show interest UNIT 7 Connected speech in conditionals / Two-stress phrasal verbs		
ASSESSMENT Project Work 4 (Debate) – In-class performance						
REMINDERS: Omit: 6.2 Pronunciation A/B / 6.3 Cafe Hub / Writing Hub (Report) Study: (Writing Pack - Bar chart Reading reading) Omit: 7.1 Speaking						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 29 11.05.2026 12.05.2026 13.05.2026 14.05.2026 15.05.2026	READING OBJECTIVES <i>For Unit 7 objectives, see Week 28.</i> - Deduce the meaning of unknown words and phrases, including idioms, similes, and metaphors, by analyzing prefixes, suffixes, and context. - Recognize different structures in discursive texts, such as contrasting arguments, problem–solution presentations, and cause–and–effect relationships. - Identify referents of pronouns within texts.	LISTENING OBJECTIVES <i>For Unit 7 objectives, see Week 28.</i> - 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.	WRITING OBJECTIVES <i>For Unit 7 objectives, see Week 28.</i>	SPEAKING OBJECTIVES <i>For Unit 7 objectives, see Week 28.</i> Describe in detail the personal significance of events and experiences.	SDG GOALS	AI GOALS <i>For all AI objectives, see Week 1-2-3.</i>
UNITS / HOURS WQ 4 / 1 HOUR UNIT 7 COMMUNITY 4 HOURS UNIT 8 MYSTERY 15 HOURS					MEDIATION <i>For Unit 7 objectives, see Week 28.</i> - Facilitate group discussions by clarifying contributions, managing turn-taking, and reformulating ideas as needed. - Compare and interpret different viewpoints in a discussion, highlighting key differences and similarities. - Summarise the plot and sequence of events in a film or play. - Summarise extracts from news items, interviews or documentaries containing opinions, arguments and discussions.	Teacher's notes
GRAMMAR RANGE UNIT 7 First Conditional with different future forms / Wish&If only UNIT 8 Past modals of deduction/ Order of adjectives (Recognition level)				VOCABULARY RANGE UNIT 7 Verbs to describe change / Three-part phrasal verbs / Compound nouns UNIT 8 Word families / Easily confused verbs / Crime SEE LH B2 UNIT 7/8 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 7 Talking on the phone				PRONUNCIATION UNIT 7 Connected speech in conditionals / Two-stress phrasal verbs		
ASSESSMENT 12.05.2026 WRITING QUIZ 4 - Including B2 / Unit 6						
REMINDERS: Omit: 7.1 Speaking 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)						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

WEEK 30 18.05.2026 19.05.2026 20.05.2026 21.05.2026 22.05.2026	READING OBJECTIVES <i>For Unit 8 objectives, see Week 29.</i> - Scan long and complex texts to locate relevant details efficiently. - Identify topic sentences to quickly grasp the content without detailed reading	LISTENING OBJECTIVES <i>For Unit 8 objectives, see Week 29.</i> - Recognize viewpoints and attitudes, as well as factual information, in recordings related to social, professional, or academic life. - Understand detailed instructions well enough to follow them successfully.	WRITING OBJECTIVES <i>For Unit 8 objectives, see Week 29.</i>	SPEAKING OBJECTIVES <i>For Unit 8 objectives, see Week 29.</i> Provide a clear, detailed explanation of how to carry out a procedure or task.	SDG GOALS	AI GOALS <i>For all AI objectives, see Week 1-2-3.</i>
UNITS / HOURS ONLINE EXAM 4 HOURS OFFICIAL HOLIDAY 4 HOURS UNIT 8 MYSTERY 2 HOURS UNIT 9 BUSINESS 10 HOURS					MEDIATION <i>For Unit 8 objectives, see Week 29.</i> Summarise the plot and sequence of events in a film or play.	Teacher’s notes
GRAMMAR RANGE UNIT 8 Past modals of deduction/ Order of adjectives (Recognition level) UNIT 9 Relative Clauses / Determiners&Quantifiers			VOCABULARY RANGE UNIT 8 Word families / Easily confused verbs / Crime UNIT 9 Dependent prepositions: Verbs / Science / Advertising SEE LH B2 UNIT 8/9 WORDLIST			
FUNCTIONAL LANGUAGE			PRONUNCIATION UNIT 9 Connected speech (determiners&quantifiers)			
ASSESSMENT 21.05.2026 ONLINE EXAM						
REMINDERS: 19.05.2026 OFFICIAL HOLIDAY 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) Omit: 9.1 Pronunciation A/B / 9.3 Cafe Hub / Unit 9 Writing Hub (Proposal)						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						

SPRING BREAK 2 (25.05.2026- 29.05.2026)

[illegible]

WEEK 32 08.06.2026 09.06.2026 10.06.2026 11.06.2026 12.06.2026	READING OBJECTIVES - Recognize different structures in discursive texts, such as contrasting arguments, problem–solution presentations, and cause–and–effect relationships. - Determine the tone of texts, identifying whether the author is for or against a particular viewpoint. - Apply various reading strategies to enhance understanding, including identifying main points and using contextual clues to check comprehension. - Deduce the meaning of unknown words and phrases, including idioms, similes, and metaphors, by analyzing prefixes, suffixes, and context.	LISTENING OBJECTIVES - Identify the main reasons for and against an argument or idea in discussions conducted in clear standard language or a familiar variety. - Understand detailed instructions well enough to follow them successfully.	WRITING OBJECTIVES - Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic). - Produce essays or reports that develop an argument systematically, highlighting significant points and supporting them with relevant details.	SPEAKING OBJECTIVES - Give clear, detailed descriptions on a wide range of subjects related to their field of interest. - Explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options. - Construct a chain of reasoned arguments to support or oppose a point of view. - Give a clear, prepared presentation on a familiar topic, supporting or opposing a particular point of view. - Present arguments for and against different options, clearly outlining advantages and disadvantages. - Take an active part in informal discussions in familiar contexts by commenting, clearly expressing viewpoints, evaluating alternatives, and making or responding to hypotheses. - Express ideas and opinions with precision and respond convincingly to complex arguments. - Sustain their opinions in discussions by providing relevant explanations, arguments, and comments. - Outline an issue or problem clearly, speculate about causes or consequences, and weigh the advantages and disadvantages of different approaches.	SDG GOALS Write an opinion essay on gender stereotypes in advertising.	AI GOALS For all AI objectives, see Week 1-2-3.
UNITS / HOURS UNIT 10 MEDIA 11 HOURS REVISION 9 HOURS					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. - 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 MEDIA
GRAMMAR RANGE UNIT 10 Reported Speech / Reporting Verbs				VOCABULARY RANGE UNIT 10 Traditional Media / Social media / Adjective+noun collocations SEE LH B2 UNIT 10 WORDLIST		
FUNCTIONAL LANGUAGE				PRONUNCIATION UNIT 10 Using intonation to attract and keep interest		
ASSESSMENT						
REMINDERS: Omit: 10.1 Pronunciation A/B / 10.3 Cafe Hub						
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:						