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

## PROGRAMME 3 SYLLABUS AND PACING

GRAMMAR RANGE UNIT 1  VOCABULARY RANGE UNIT  Society and benefit and selection of the selec	UNIT 1 COMMUNICATION	12 lesson hours		and distinguish it from factual information being reported.	writing and improve co and flow be ideas.			UNIT 1  ◆Collaborate in group work by clarifying, suggesting alternatives, and helping others express their ideas.	
Described and according to the state of the			=	1	I			l	
Present simple and present continuous tense; subject and object questions.  Seeing and hearing, languages SEE LH INT (B1+) UNIT 1 WORDLIST				ect and object questions	•			LH INT (B1+) UNIT 1 W	ORDLIST
FUNCTIONAL LANGUAGE Asking for, offering and responding to help.  PRONUNCIATION Schwa sound / Pronouncing questions								ions	
ASSESSMENT Scriwa sound / Proflouticing questions	<u> </u>	cinig and i	esponding to help.			JCIIWa SC	rana / Frontouncing questi	OHS	

EEK 2	READING OBJECTIVES	LISTENING	WRITING	SPEAKING OBJECTIVES	SDG GOALS	AI GOALS X SPEAKING
.09.2025	UNIT 1: SEE WEEK 1	OBJECTIVES	OBJECTIVES	UNIT 1: SEE WEEK 1		Use Al-generated questions o
.09.2025	UNIT 2	<b>UNIT 1: SEE WEEK 1</b>	UNIT 1: SEE	UNIT 2		prompts to practice speaking on various topics.
.09.2025	<ul> <li>◆Understand</li> </ul>	UNIT 2	WEEK 1	◆Give brief comments on		Record and self-assess
.09.2025	straightforward, factual	◆Distinguish between		others' opinions.		speaking using Al-assisted
.09.2025	texts related to their	main ideas and		◆Carry out a prepared		pronunciation or fluency feedback tools (e.g., ELSA,
	interests or studies.	supporting details in		interview, including		SpeakPal).
	◆Identify the meaning of	standard speech		checking and confirming		Use AI chatbots to roleplay
	unfamiliar words or signs	/lectures on familiar		information, occasionally		conversations and simulate
	from context, particularly	subjects, provided		needing repetition if		real-life speaking situations. Reflect on the accuracy and
	on topics related to their	these are delivered		responses are fast or		naturalness of their own
	field and interests.	clearly in standard		extended.		spoken responses compared
		language or a familiar		◆Compare and contrast		Al responses.
IITS HOURS		variety.		alternatives (e.g., options,	MEDIATION	Teacher's Notes
		◆Understand the		places, people), discussing	UNIT 1: SEE WEEK 1	
IIT 1 10		information content of		preferences and choices.	UNIT 2	
MMUNICATION lesson		the majority of		◆Deliver a prepared	◆Collaborate in group	
hours		recorded or broadcast		presentation on a familiar	work by clarifying,	
		material on topics of		topic within their field.	suggesting alternatives,	
шт э 6		personal interest		◆Follow much of what is	and helping others express	
IIT 2   <sup>6</sup> PERIENCES   LHS		when delivered in		said in their field, provided	their ideas.	
EKIENCES 2.13		clear standard		speech is clear and not	◆Guide a peer through	
		language.		overly idiomatic.	completing a form, solving	
					a task, or using a tool (e.g.,	
					a course platform or	
					application form).	
AMMAR RANGE UN	IT 1: SEE WEEK 1			VOCABULARY RANGE UNIT 1: 5	SEE WEEK 1	
	simple and past simple			UNIT 2 Collocations: making big	g decisions	
esent and past ability				Dependent prepositions		
				Problems and solutions		
				Permission SEE LH INT (B1+) UN	IIT 2 WORDLIST	
NCTIONAL LANGUA	GE UNIT 1: SEE WEEK 1			PRONUNCIATION UNIT 1: SEE	WEEK 1	
IIT 2: / Asking for, gi	ving refusing permission			UNIT 2: 's and 've / Word Stress	s: Verbs with two syllables	
	<u> </u>			,	, , , , , , , , , , , , , , , , , , , ,	
IIT 2: / Asking for, gires	ving refusing permission			UNIT 2: 's and 've / Word Stress	s: Verbs with two syllables	

29.09.2025 30.09.2025 01.10.2025 02.10.2025 03.10.2025	• Unit 2 • 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	OBJECTIVES UNIT 2  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	OBJECTIVES			Analyze Al-generated summaries to evaluate text comprehension. Generate Al-assisted comprehension questions to assess reading accuracy. Extract main ideas and supporting details from texts with Al support. Interpret Al-generated word definitions and apply them in context Engage with Al-assisted quizzes to reinforce vocabulary retention. Compare Al-generated summaries with original texts to identify omissions or biases. Recognize tone, register, and possible misinformation in Al-generated
UNITS HOURS  UNIT 2 15 EXPERIENCES LHS  PW-1 1 LH		information content of the majority of recorded or broadcast material on topics of personal interest when delivered in clear standard language.		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.	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).	reading materials.  Teacher's Notes
GRAMMAR RANGE UI Present perfect simple Present and past abilit	and past simple		C	OCABULARY RANGE UNIT 2 ollocations: making big decis roblems and solutions /Perm	ions /Dependent preposition	
FUNCTIONAL LANGUA Asking for, giving refus ASSESSMENT	GE UNIT 2		P	RONUNCIATION UNIT 2 and 've / Word Stress: Verb		

REMINDERS: Project Work 1 Classroom Instruction: The documents will be provided in advance by the Speaking Unit. Please check OneDrive for the documents.

Writing Hub 2: Writing an informal email OPTIONAL / CAN BE OMITTED.

WEEK 4 06.10.202 07.10.202 08.10.202 10.10.202  UNITS UNITS UNIT 3 ON THE MOVE	25 25 25	READING OBJECTIVES UNIT 3  • 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 UNIT 3 •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 UNIT 3 • Write a clea polite letter of complaint, pr relevant supp details and cl stating the do outcome.	r and of coviding corting early	SPEAKING OBJECTIVES UNIT 3 • 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. • summarize and give an opinion on a short story, article, talk, discussion, or documentary, and answer follow-up	SDG GOALS UNIT 3  ◆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).  MEDIATION UNIT 3  ◆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.	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
Narrative	AR RANGE ( tenses nd quantifi				Collocati Gradable	questions.  ILARY RANGE UNIT 3  ons: travel information /		E LH INT (B1+)
<b>FUNCTIO</b> Telling a s		UAGE UNIT 3				ICIATION UNIT 3 ess in nouns ending in -i	on	

WEEK 5		READING OBJECTIVES	LISTENING	WRITING		SPEAKING	SDG GOALS	AI GOALS
13.10.202	25	UNIT 3: SEE WEEK 4	OBJECTIVES	OBJECTIVES VEEK 4 UNIT 3: SEE W		OBJECTIVES	UNIT 3: SEE WEEK 4	SEE
14.10.202	25	UNIT 4	UNIT 3: SEE WEEK 4	UNIT 3: SEE	WEEK 4	<b>UNIT 3: SEE WEEK 4</b>		WEEK 1
15.10.202	25	◆Understand	UNIT 4	UNIT 4		UNIT 4		WEEK2
16.10.202	25	straightforward, factual	◆Follow most everyday	◆Produce sho	rt essays	◆Summarize and give		WEEK 3
17.10.202		texts related to their	conversations and	on topics of p		an opinion on a short		FOR ALL AI
		interests or studies.	discussions, provided	interest, with	clear	story, article, talk,		OBJECTIVES
		◆Scan longer texts to	speech is clearly	structure and	coherent	discussion, or		0202011120
		locate specific	articulated in standard	development	•	documentary, and		
		information and gather	language or a familiar	◆Revise texts		answer follow-up		
		relevant details from	variety.	attention to b	oth form	questions.		
LINUTC	HOURS	different parts of a text	◆Distinguish between	(grammar,		◆Express thoughts on	MEDIATION	T
UNITS	HOURS	or multiple texts to	main ideas and	punctuation)		abstract or cultural	MEDIATION	Teacher's Notes
QUIZ 1	1 LH	complete a task.	supporting details in	meaning (clar		topics (e.g., music,	UNIT 3: SEE WEEK 4	
			standard	and relevance	e to	films).	<b>UNIT 4</b> •Summarize key information from longer,	
UNIT 3	6 LHS		lectures/speech on	topic).		◆Explain why	structured texts (e.g., news articles, opinion	
ON			familiar subjects,	◆Reflect on th		something is a problem	pieces).	
THE	daliyarad alaarly in impraya as					and suggest what to do	•Convey the main arguments of two sides of a	
MOVE	delivered elegativing impresses					next.	discussion and help others understand differing viewpoints.	
	standard language or a and flow b					◆Compare and	Collaborate in group work by clarifying,	
UNIT 4	9 LHS		Tarrillar variety.	ideas.		contrast alternatives (e.g., options, places,	suggesting alternatives, and helping others	
CHANGE						people), discussing	express their ideas.  •Guide a peer through completing a form,	
						preferences and	solving a task, or using a tool (e.g., a course	
						choices.	platform or application form).	
						citoices.	◆Summarize opinions from a group discussion	
604444	DDANGE	INUT O CEE MEEK A			V004511	ABY BANGE UNIT 2 CE	and present them in writing or orally.	
_	_	UNIT 3 SEE WEEK 4				LARY RANGE UNIT 3 SEE		
	iture forms				-	ollocations. Goals and re		
Making pr							der- <b>SEE LH INT (B1+) UNIT 4 WORD</b> L	.IST
		JAGE UNIT 3 SEE WEEK 4				CIATION UNIT 3 SEE WE		
UNIT 4 Cla	arifying and	d asking for clarification /	Making and dealing with	complaints	UNIT 4 Li	nking final consonant ar	nd first vowel sounds	
ASSESSMI	ENT 14.10.	2025 QUIZ 1 🖝 INCLUDII	NG B1+ UNIT 2					
REMINDE	RS: PARTS	TO BE OMITTED: 4.1 Pror	nunciation A/B/C/D (Into	nation for	UNIT 4	WRITING EXTRA W/P+ R	asic Plan of an Essay+ Opinion essay	
attitude a		TO DE CHITTED, 411 FIO	(IIII	Zilation for			study WP Basic Plan of an Essay+ Op	
attitude a							oulary, and skills, please click on the	
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Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf

WEEK 6 20.10.202 21.10.202 22.10.202 23.10.202 24.10.202	25 25 25 25 25 25	READING OBJECTIVES UNIT 4  • 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 UNIT 4 • 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	WRITING OBJECTIVES UNIT 4 • Produce sho on topics of p interest, with structure and development • Revise texts attention to b (grammar, punctuation) meaning (clai and relevance	ort essays personal a clear d coherent with both form and rity, logic,	SPEAKING OBJECTIVES UNIT 4  • Summarize 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).	SDG GOALS	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNIT 4 CHANGE  PW-1	HOURS  13 LHS  3 LHS		lectures/speech on familiar subjects, provided these are delivered clearly in standard language or a familiar variety.	topic).  • Reflect on time writing and reimprove cohe and flow betwideas.	evise to erence	◆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.	MEDIATION SEE WEEK 5	Teacher's Notes
Future fo Making p FUNCTIO Clarifying ASSESSM	oredictions NAL LANGU g and asking NENT Project ERS: PARTS	JAGE UNIT 4  for clarification / Making t Work 1 (Introducing you	ur hometown) – In-class į	presentation	Collocation Prefixes: PRONUN Linking fi	CIATION UNIT 4 nal consonant and first v : WRITING EXTRA WP: E	der- SEE LH INT (B1+) UN	pinion essay
SUGGEST		uggestions on strategies, r Foolkit Strategies, Method				, ,		n Essay+ Opinion essay first click on the link: B1+

WEEK 7		READING OBJECTIVES	LISTENING	WRITING	SPEAKING OBJECTIVES	SDG GOALS UNIT 5	AI GOALS
27.10.202	5	UNIT 5	<b>OBJECTIVES UNIT</b> 5	OBJECTIVES	UNIT 5	◆Follow the main points of a podcast about	SEE
28.10.202	5	◆Understand referencing	◆Follow most	UNIT 5	◆Carry out a prepared	environmental campaigns and understand	WEEK 1
29.10.202	5	words (e.g., pronouns,	everyday	◆Compose	interview, including	examples that illustrate business practices.	WEEK2
30.10.202	5	conjunctions) and how they	conversations and	formal emails	checking and confirming	◆Express and justify their opinions about the	WEEK 3
31.10.202	-	connect ideas.	discussions, provided	or letters (e.g		impact of buying second-hand clothes and	FOR ALL A
		◆Scan straightforward	speech is clearly	enquiries,	needing repetition if	sustainable fashion campaigns.	OBJECTIV
		factual texts in magazines,	articulated in standard	requests,	responses are fast or	◆Take part in discussions, comparing ideas and	Obsectiv
		brochures, or on the web to	language or a familiar	applications,	extended.	reaching agreement about which environmental	
		identify their topic and	variety.	complaints)	◆Compare and contrast	business idea is most effective.	
		assess practical usefulness.	<ul> <li>◆Distinguish between</li> </ul>	using	alternatives (e.g., options,	Summarize information from a podcast or text	
		◆Scan longer texts to locate	main ideas and	appropriate	places, people),	(e.g., "Worn Wear" campaign) and explain it in	
		specific information and	supporting details in	structure,	discussing preferences	their own words to their peers.	
UNITS	HOURS	gather relevant details from	standard lectures on	register, and	and choices.	MEDIATION	Teacher's
	4 LHS	different parts of a text or	familiar subjects,	layout	◆Deliver a prepared	UNIT 5	Notes
HOLIDAY		multiple texts to complete	provided these are	conventions.	presentation on a familiar	◆Rephrase more complex or technical	
UNIT 5	<b>12 LHS</b>	a task.	delivered clearly in		topic within their field.	vocabulary in accessible language for peers.	
WORK		<ul><li>◆Understand short texts</li></ul>	standard language or a		<ul> <li>Outline similarities and</li> </ul>	◆Convey the main arguments of two sides of a	
AND		where people express	familiar variety.		differences clearly (e.g.,	discussion and help others understand differing	
BUSINESS		points of view, such as			between products,	viewpoints.	
		critical contributions to			countries/regions, or	<ul> <li>◆Collaborate in group work by clarifying,</li> </ul>	
		online forums or readers'			plans).	suggesting alternatives, and helping others	
		letters.			◆Follow much of what is	express their ideas.	
					said in their field,	◆Summarize opinions from a group discussion	
					provided speech is clear	and present them in writing or orally.	
					and not overly idiomatic.		
GRAMMA					VOCABULARY RANGE UNIT		
Past habits		es			Employment skills and qualit	•	
The passiv					· · · · · · · · · · · · · · · · · · ·	turing a presentation SEE LH INT (B1+) UNIT 5 V	VORDLIST
FUNCTION	NAL LANG	UAGE UNIT 5			PRONUNCIATION UNIT 5		
Structurin	g a presei	ntation			Intonation and rhythm / Sile	nt consonants	
ASSESSME	FNT						

WEEK 8		READING OBJECTIVES	LISTENING	WRITING	SPEAKING OBJECTIVES	SDG GOALS UNIT 5	AI GOALS
03.11.2025	5	UNIT 5	<b>OBJECTIVES UNIT 5</b>	<b>OBJECTIVES UNIT</b>	UNIT 5	◆Follow the main points of a podcast about	SEE
03.11.2025 04.11.2025 05.11.2025 06.11.2025 07.11.2025	; ;	• Unit 5 • 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	◆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	OBJECTIVES UNIT  5  ◆ Compose formal emails or letters (e.g. enquiries, requests, applications, complaints) using appropriate structure, register, and layout conventions.	◆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.	◆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	WEEK 1 WEEK2 WEEK 3 FOR ALL A OBJECTIVE
LINUTC	HOURS	usefulness.	familiar subjects,		Deliver a prepared     presentation on a familiar	explain it in their own words to their peers.	Tanahaw'a
WQ 1 UNIT 5 WORK AND BUSINESS REVISION	1 LH 10 LHS 5 LHS	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.	provided these are delivered clearly in standard language or a familiar variety.		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.	◆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
GRAMMAF	RANGE U			VOCABU	LARY RANGE UNIT 5	1	
Past habits	and states	5		Employm	ent skills and qualities /Verl	bs of influence	
The passive	9			Business	collocations /Structuring a p	presentation SEE LH INT (B1+) UNIT 5 WOR	DLIST
FUNCTION	AL LANGU	AGE UNIT 5		PRONUN	CIATION UNIT 5		
Structuring	a nresent	ation		Intonatio	n and rhythm / Silent conso	nants	

## REMINDERS:

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

FALL BREAK (10.11.2025- 14.11.2025)

Açıklamalı [a1]:

WEEK 9		READING OBJECTIVES	LISTENING	WRITING		SPEAKING OBJECTIVES	SDG GOALS	AI GOALS
17.11.202	25	UNIT 6	OBJECTIVES	OBJECTIVES		UNIT 6		SEE
18.11.202 19.11.202	_	◆Scan straightforward factual texts in	UNIT 6  ◆Distinguish between	UNIT 6  ◆Write texts	on topical	◆Deliver a prepared presentation on a familiar topic		WEEK 1 WEEK2
20.11.202 21.11.202	25	magazines, brochures, or on the web to identify their topic and assess practical usefulness.  •Scan longer texts to locate specific information and gather	main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered clearly in standard language or a	subjects of personal interest, listing advantages and disadvantages and clearly justifying thei opinion.  • Revise texts with		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		WEEK 3 FOR ALL AI OBJECTIVES
UNITS	HOURS	relevant details from	familiar variety.  •Follow most everyday	attention to l		enough to be followed without difficulty most of the time.	MEDIATION UNIT 6	Teacher's Notes
UNIT 6 SPORTS AND HOBBIES	NIT 6 ORTS ID OBBIES  N-2  15 LHS  or multiple texts to conve discussions speed articulangular variet  • Recomplete a task.		*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.      (grammar, punctuation) and meaning (clarity, logic, and relevance to topic).      *Reflect on their writing and revise to improve coherence and flow between ideas.		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.	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.	Notes	
	AR RANGE If obligation					LARY RANGE UNIT 6 es ending in –ive /Sport		
Present p	erfect cont				Hobbies	and free time activities /Express	an opinion	
Had to/ n		JAGE UNIT 6				IT (B1+) UNIT 6 WORDLIST		
	g your opir					pausing / Been: weak form		

REMINDERS: Project Work 2 Classroom Instruction: The documents will be provided in advance by the Speaking Unit. Please check OneDrive for the documents.

							•	CU-5 P3P5
WEEK 10		READING OBJECTIVES	LISTENING	WRITING		SPEAKING OBJECTIVES	SDG GOALS	AI GOALS
24.11.202	25	UNIT 6 SEE WEEK 9	OBJECTIVES	OBJECTIVES		UNIT 6 SEE WEEK 9	UNIT 7	SEE
25.11.202	25	UNIT 7	UNIT 6 SEE WEEK 9	UNIT 6 SEE V	VEEK 9	UNIT 7	◆Understand the main points of	WEEK 1
26.11.202	25	◆Scan straightforward	UNIT 7	UNIT 7		Outline similarities and	a radio show or podcast about	WEEK2
27.11.202	25	factual texts in	◆Follow most everyday	◆Write texts o	n topical	differences clearly (e.g.,	food waste.	WEEK 3
28.11.202	25	magazines, brochures, or	conversations and	subjects of pe	rsonal	between products,	◆Discuss personal habits and	FOR ALL AI
		on the web to identify	discussions, provided	interest, listin	_	countries/regions, or	propose solutions to reduce	OBJECTIVES
		their topic and assess	speech is clearly	advantages ar		plans).	waste.	
		practical usefulness.	articulated in standard	disadvantages		◆Explain the main points	◆Interpret short texts or	
		◆Identify the meaning of	language or a familiar	clearly justifyi	ng their	in an idea or problem with	infographics about waste and	
		unfamiliar words or signs	variety.	opinion.		reasonable precision.	environmental impact.	
		from context,	◆Recognize the			◆Start and sustain		
		particularly on topics related to their field and	speaker's point of view and distinguish it from			conversations by asking spontaneous questions		
UNITS	HOURS	interests.	factual information			about special experiences	MEDIATION	Teacher's Notes
ACH 1	0	Differentiate facts from	being reported.			or events and reacting	UNIT 6 SEE WEEK 9	reactier s tvotes
ACH I	U	opinions in texts.	being reported.			with opinions on familiar	UNIT 7	
UNIT 6	7 LHS					subjects.	•Rephrase more complex or	
SPORTS	/ LH3					◆Deliver a prepared	technical vocabulary in	
AND						presentation on a familiar	accessible language for peers.	
HOBBIES						topic within their field.	Collaborate in group work by	
UNIT 7						◆Explain why something is	clarifying, suggesting	
FOOD	9 LHS					a problem and suggest	alternatives, and helping others	
						what to do next.	express their ideas.	
GRAMMA	AR RANGE	UNIT 6 SEE WEEK 9	1		VOCABU	LARY RANGE UNIT 6 SEE W	/EEK 9	
UNIT 7 M	lodals of sp	eculation and deduction			UNIT 7 PI	nrasal verbs /Adjectives to	describe food	
Comparat	tives and su	perlatives the, the			Waste /N	Naking suggestions SEE LH	INT (B1+) UNIT 7 WORDLIST	
FUNCTIO	NAL LANG	JAGE UNIT 6 SEE WEEK 9			PRONUN	CIATION UNIT 6 SEE WEEK	9	
UNIT 7 M	laking Sugg	estions			UNIT 7 D	iphthongs / Word Stress wi	ith Modals/ Vowels + W	
ASSESSM	IENT 28.11.	2025 ACHIEVEMENT 1 🖤	NCLUDING B1+ UNIT 5			<u> </u>		
REMINDE	ERS: WRITH	NG EXTRA: COMPARE ANI	CONTRAST ESSAY IN W	/RITING PACK \	NILL BE ST	TUDIED.		

WEEK 11 01.12.2025 02.12.2025 03.12.2025 04.12.2025 05.12.2025		READING OBJECTIVE UNIT 7  • Scan straightforward factual texts in magazines, brochures, or on the web to identify their topic and assess practical usefulness.	OBJECTIVES LISTENING OBJECTIVES UNIT 6 SEE WEEK 9 UNIT 7	WRITING OBJECTIVES UNIT 7  • Write texts on topica subjects of personal interest, listing advantages and disadvantages and clearly justifying their	SPEAKING OBJECTIVES UNIT 7  *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.	SDG GOALS UNIT 7  ◆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	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS  UNIT 7 FOOD  UNIT 8 INNOVATION	particularly on topics related to their field interests.  • Differentiate facts from opinions in text		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.	opinion.  UNIT 8 SEE WEEK 12	•Start and sustain conversations by asking	infographics about waste and environmental impact.	Teacher's Notes
Modals of sp Comparative the	UNCTIONAL LANGUAGE UNIT 7  Making Suggestions  FUNCTIONAL LANGUAGE UNIT 8  SEE WEEK 12		Phrasal Waste , VOCAB NIT 8 PRONU Diphtho	ULARY RANGE UNIT 7 verbs /Adjectives to describe 'Making suggestions SEE LH II ULARY RANGE UNIT 8 SEE WE NCIATION UNIT 7 engs / Word Stress with Moda NCIATION UNIT 8 SEE WEEK :	NT (B1+) UNIT 7 WORDLIST EEK 12 uls/ Vowels + W		

REMINDERS: WRITING EXTRA: COMPARE AND CONTRAST ESSAY WILL BE STUDIED IN WRITING PACK.

WEEK 12		READING OBJECTIVES	LISTENING	WRITING	SPEAKING OBJECTIVES	SDG GOALS	AI GOALS
08.12.2025		UNIT 8	OBJECTIVES	OBJECTIVES	UNIT 8		SEE
09.12.2025		◆Understand formal	UNIT 8		◆ Have relatively long conversations		WEEK 1
10.12.2025		correspondence on less	◆Follow most everyday		on subjects of common interest,		WEEK2
11.12.2025		familiar subjects well	conversations and		provided their interlocutor supports		WEEK 3
12.12.2025		enough to redirect it	discussions, provided		understanding.		FOR ALL AI
		appropriately.	speech is clearly		◆Clearly put forward a point of		OBJECTIVES
		◆Understand	articulated in standard		view, though may struggle in		
		referencing words (e.g.,	language or a familiar		extended debate.		
		pronouns, conjunctions)	variety.		◆Give brief comments on others'		
UNITS	HOURS	and how they connect	◆Follow the		opinions.	MEDIATION	Teacher's Notes
UNIIS	110003	ideas.  •Understand short texts	chronological sequence		◆Compare and contrast alternatives	UNIT 8	reactier 5 NOTES
	46 1116		in extended informal		(e.g., options, places, people),		
UNIT 8	16 LHS	where people express points of view, such as	discourse, such as		discussing preferences and choices.	◆Collaborate in group	
INNOVATION		critical contributions to	stories or anecdotes.		•Deliver a prepared presentation on a familiar topic within their field.	work by clarifying,	
		online forums or			Outline similarities and differences	suggesting alternatives,	
		readers' letters.				and helping others express their ideas.	
		Scan straightforward  •Scan straightforward			clearly (e.g., between products,	•	
		factual texts in			countries/regions, or plans).  Start and sustain conversations by	Summarize opinions from a group discussion	
		magazines, brochures,			asking spontaneous questions about	and present them in	
		or on the web to			special experiences or events and	writing or orally.	
		identify their topic and			reacting with opinions on familiar	writing or orany.	
		assess practical			subjects.		
		usefulness.			subjects.		
GRAMMAR I	RANGE UN			1	VOCABULARY RANGE UNIT 8		
Relative clau	ses			,	Word families		
Zero and firs		nals			Creative thinking		
		als and imperatives			SEE LH INT (B1+) UNIT 8 WORDLIST		
FUNCTIONA					PRONUNCIATION UNIT 8		
Giving and Fo	ollowing Ir	structions		1	Relative clauses		
	<u>т</u>						

REMINDERS: PARTS TO BE OMITTED: 8.2 PRONUNCIATION A/B/C / ('Il or won't)

Writing Hub 8 Writing a biography (PS: CAN BE STUDIED ON RECOGNITION LEVEL WITHOUT HAVING SS WRITE A BIOGRAPHY. JUST STUDY PART D FOR CONNECTORS)

WEEK 13		READING OBJECTIVES	LISTENING	WRITING	SPEAKING OBJECTIVES	SDG GOALS	AI GOALS
15.12.2025		<b>UNIT 8 SEE WEEK 12</b>	OBJECTIVES	OBJECTIVES	UNIT 8 SEE WEEK 12		SEE
16.12.2025		UNIT 9	UNIT 8 SEE WEEK 12	<b>UNIT 8 SEE</b>	UNIT 9		WEEK 1
17.12.2025		<ul><li>◆Understand</li></ul>	UNIT 9	WEEK 12	◆Clearly put forward a point of		WEEK2
18.12.2025 19.12.2025		referencing words (e.g., pronouns, conjunctions) and how they connect	◆Recognize the speaker's point of view	•Write reviews			WEEK 3 FOR ALL AI
		ideas. •Scan straightforward factual texts in magazines, brochures, or on the web to identify their topic and assess practical	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	of films, books, TV programmes, o events, giving opinions and relevant details	others' opinions.  •Compare and contrast alternatives (e.g., options, places, people), discussing		OBJECTIVES
UNITS	HOURS	usefulness.	language or a familiar		within their field.	MEDIATION	Teacher's
QUIZ 2	1 LH	◆Read newspaper or magazine accounts of	variety.  Distinguish between		◆Express thoughts on abstract or cultural topics (e.g., music,	UNIT 8 SEE WEEK 12 UNIT 9	Notes
UNIT 8 INNOVATION	5 LHS	cultural events (films, books, concerts) aimed at a wider audience and	main ideas and supporting details in standard lectures on		films).  •Relate a straightforward narrative or description fluently	Convey the main arguments of two sides of a discussion and help others	
UNIT 9 THE ARTS	10 LHS	grasp main points.	familiar subjects, provided these are delivered clearly in standard language or a familiar variety.		as a clear sequence of points.	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.	
GRAMMAR	RANGE UN	IIT 8 SEE WEEK 12		,	OCABULARY RANGE UNIT 8 SEE	WEEK 12	
UNIT 9 Seco	nd condition	onal		10	JNIT 9 The arts /Verbal idioms / R	eporting verbs /Phrases to talk about f	ilms
Reported sp	eech				SEE LH INT (B1+) UNIT 9 WORDLIS	•	
FUNCTIONA	L LANGUA	GE UNIT 8 SEE WEEK 12		ı	PRONUNCIATION UNIT 8 SEE WEE	K 12	
UNIT 9 Talkii	ng about fi	lms and books		1	JNIT 9 t[/[/k sounds/using you	voice to make your story more interes	sting
		25 QUIZ 2 INCLUDING	B1+ UNIT 7			. ,	Ĭ
REMINDERS							

WEEK 14 22.12.2025 23.12.2025 24.12.2025 25.12.2025 26.12.2025	READING OBJECTIVES UNIT 9 •Understand referencing words (e.g., pronouns, conjunctions) and how they connect ideas. •Scan straightforward factual texts in	LISTENING OBJECTIVES UNIT 9 • Recognize the speaker's point of view and distinguish it from factual information being reported. • Identify the main	WRITING OBJECTIVES UNIT 9 • Write reviews of films, books, TV programmes, or events, giving opinions and relevant details.	SPEAKING OBJECTIVES UNIT 9  *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,	SDG GOALS	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS HOURS UNIT 9 THE ARTS  PW-2  HOURS  13 LHS	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.	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.		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.	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.	Teacher's Notes
REMINDERS:	JAGE UNIT 9 and books t Work 2 (Roleplay) – In-c		The art: SEE LH I PRONUI tʃ/ʃ/k	JULARY RANGE UNIT 9  5 /Verbal idioms / Reporting verbs NT (B1+) UNIT 9 WORDLIST NCIATION UNIT 9  Sounds / using your voice to make	/Phrases to talk about films your story more interesting	Ale D1+

WEEK 15 29.12.2025 30.12.2025 31.12.2025		READING OBJECTIVES UNIT 10 • Scan longer texts to locate specific	UNIT 10 • Recognize the	WRITING OBJECTIVES UNIT 10  Provide clea	r and	SPEAKING OBJECTIVES UNIT 10 • Have relatively long	SDG GOALS	AI GOALS SEE WEEK 1 WEEK2 WEEK 3		
01.01.2026 02.01.2026		relevant details from and distinguish it from on a vari		related to the	a variety of subjects ated to their field of erest. subjects of continuous interest, provinterlocutors understandin •Exchange, cl	subjects of common interest, provided their interlocutor supports understanding. •Exchange, check, and	interest, provided their interlocutor supports understanding.			
UNITS	HOURS	signs from context,	an argument or idea in a discussion conducted in			confirm factual information on both	MEDIATION	Teacher's Notes		
SPE 1	4	particularly on topics	clear standard language			routine and non-	UNIT 10			
OFFICIAL HOLIDAY	4	related to their field and interests.	or a familiar variety.  •Understand the			routine matters with some confidence.	•Rephrase more complex or technical vocabulary in			
THS  This  Scan straightforward factual texts in magazines, brochures, or on the web to identify their topic and assess  This  Scan straightforward information content of the majority of recorded or broadcast material on topics of personal interest when delivered			factual texts in magazines, brochures, or on the web to identify their topic and assess the majority of recorded or broadcast material on topics of personal interest when delivered	factual texts in the majority of recorded or broadcast material on or on the web to identify topics of personal	factual texts in the majority of recorded or broadcast material on or on the web to identify topics of personal			Clearly put forward a point of view, though may struggle in extended debate.  Give brief comments	accessible language for peers.  • Collaborate in group work by clarifying, suggesting alternatives,	
PW-3	1	practical usefulness.	in clear standard language.			on others' opinions.	and helping others express their ideas.			
GRAMMAR		NIT 10				LARY RANGE UNIT 10				
Third cond Should have		rticiple /Hopes and wishe	S		, ,		ith mind/ Reflexive verbs / .H INT (B1+) UNIT 10 WOR	, , ,		
	· · ·						. ,			
		AGE UNIT 10				CIATION UNIT 10				
Making and Accepting Apologies					Emphasis and Reflexive Pronouns					

**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.

PARTS TO BE OMITTED: 10.1 PRONUNCIATION A/B (3rd conditional)

WRITING EXTRA WP: Writing a report while studying Writing Hub 10

SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B1+ Language

Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf

WEEK 16 05.01.2026 06.01.2026 07.01.2026 08.01.2026 09.01.2026	5 5 5	READING OBJECTIVES 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.	LISTENING OBJECTIVES UNIT 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.	WRITING OBJECTIVES UNIT 10 • Provide clear detailed descri on a variety of related to their interest.	and ptions subjects r field of	SPEAKING OBJECTIVES 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 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.	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES  Teacher's Notes
Third condi Should hav FUNCTION Making and	GRAMMAR RANGE UNIT 10 Third conditional Should have + past participle /Hopes and wishes FUNCTIONAL LANGUAGE UNIT 10 Making and Accepting Apologies ASSESSMENT 09.01.2026 ACHIEVEMENT 2 INCLUDING B1+ UNIT 9				Psycholog Make and <b>PRONUN</b> (		ith mind/ Reflexive verbs / .H INT (B1+) UNIT 10 WOR	

REMINDERS: PARTS TO BE OMITTED: 10.1 PRONUNCIATION A/B (3rd conditional)

WRITING EXTRA WP: Writing a report while studying Writing Hub 10

SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link:

Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf

WINTER BREAK (12.01.2026 / 06.02.2026)

WEEK 17		READING OBJECTIVES	LISTENING	WRITING		SPEAKING	SDG GOALS	AI GOALS	
9.02.2026		UNIT 1	OBJECTIVES UNIT 1	OBJECTIVES	LINIT 1	OBJECTIVES UNIT 1	320 007.23	711 007125	
10.02.2026		◆Understand personal	•Recognize viewpoints	*Compose fo		Describe in detail the			
11.02.2026		emails or postings, even	and attitudes, as well as	correspondence such		personal significance			
12.02.2026		when some colloquial	factual information, in	as letters of e	nquiry,	of events and			
13.02.2026		language is used.	recordings related to	request, application		experiences.			
		<ul> <li>Apply various reading</li> </ul>	social, professional, or	and complain	_	◆Engage in extended			
LANGUAGE	HUB B2	strategies to enhance understanding, including	academic life. •Follow the	appropriate i structure and	•	conversations on most general topics in a			
UNITS	HOURS	identifying main points	chronological sequence	conventions.		clearly participatory	MEDIATION UNIT 1	Teacher's Notes	
	HOURS	and using contextual clues to check	in extended informal discourse, such as			manner, even in moderately noisy	◆Facilitate group	reacher's Notes	
UNIT 1	16 LHS	comprehension.	stories or anecdotes.			discussions by clarifying			
CONNECTIONS		◆Identify the sequence				◆Carry out an	contributions, managing		
		of events in narratives				effective, fluent	turn-taking, and reformulating ideas as		
to follow the storylin						interview, moving	needed.		
		clearly.				beyond prepared	Summarize the		
		◆Scan long and complex				questions and	statements made by the		
		texts to locate relevant				following up on	two sides, highlighting		
		details efficiently.				interesting responses.	areas of agreement and		
							obstacles to agreement.		
							obstacles to agreement.		
GRAMMAR	RANGE UI	I IIT 1 All question forms in	cluding subject questions	5	VOCABU	LARY RANGE UNIT 1	<u> </u>	1	
Tense revision	on (Simple	Present, Present Continue	ous, Simple Past, Past Co	ntinuous,	Feelings,	personality adjectives,	noun suffixes		
Present Perf	ect Simple	, Past Perfect Simple)			SEE LH U	JP-INT (B2) UNIT 1 WOI	RDLIST		
FUNCTIONA	L LANGUA	GE UNIT 1			PRONUN	ICIATION UNIT 1			
Developing a	and Introd	ucing new topics			Intonation in Yes/No and Wh- Questions / Connected Speech				
ASSESSMEN	т	<del>-</del>							

WEEK 18		READING OBJECTIVES	LISTENING	WRITING		SPEAKING OBJECTIVES UNIT 1	SDG GOALS	AI GOALS
16.02.2026		UNIT 1	OBJECTIVES UNIT 1	OBJECTIVES	UNIT 1	SEE WEEK 17		
17.02.2026		SEE WEEK 17	SEE WEEK 17	SEE WEEK 1	7	UNIT 2		
17.02.2026 18.02.2026 19.02.2026 20.02.2026  UNITS WQ 2  UNIT CONNECTIONS  UNIT 2 LIFESTYLES	HOURS 1 LH 6 LHS	■ VINIT 2     ■ 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 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 specialized field, provided the talk is delivered in standard language or a familiar  UNIT 2     *Compose articles designed to give advice on topics of interest or concern, using clear, persuasive language.		◆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.	MEDIATION UNIT 1 SEE WEEK 17 UNIT 2 • Summarize extracts from news items, interviews or documentaries containing opinions, arguments and	Teacher's Notes	
			variety. •Follow the chronological sequence in extended informal discourse, such as stories or anecdotes.			◆Sustain their opinions in discussions by providing relevant explanations, arguments, and comments.	discussions.	
		IIT 1 SEE WEEK 17				LARY RANGE UNIT 1 SEE WEEK 17		
		Simple and present perfe	ect continuous			ealth and fitness / Adverbs of stan		ICT.
	, 0	ed to , be used to				Adjective collocations SEE LH UP-	INT (BZ) UNIT 2 WORDI	.151
		GE UNIT 1 SEE WEEK 17				ICIATION UNIT 1 SEE WEEK 17		
LINIT 2 Back	channeling	and Lexical Repetition			UNIT 2 C	onnected Speech / Catenation: use	ed to	

REMINDERS:

			Т		Т	1	CU-5 P3PS
WEEK 19 23.02.2026 24.02.2026 25.02.2026 27.02.2026  UNITS  UNIT 2 LIFESTYLES	HOURS 13 LHS	READING OBJECTIVES UNIT 2  • 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.	LISTENING OBJECTIVES UNIT 2 • 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 specialized field, provided the talk is delivered in standard language or a familiar variety. • Follow the chronological sequence in extended informal discourse, such as	WRITING OBJECTIVES UNIT 2 • Compose articl designed to give advice on topics interest or conce using clear, pers language.	experiences.  of •Explain a viewpoint on a topical issue, giving the advantages and	MEDIATION UNIT 2 •Summarize extracts from news	Al GOALS  Use Al 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 Al assistance.  Evaluate the impact of Al or communication, media literacy, and creativity.  Use Al to research and refin their chosen media project topics.  Adjust tone and fluency to match their target audience Use Al to assess the quality of their projects.  Refine their media projects using Al-based insights.  Teacher's Notes
PW-3	3 LHS		stories or anecdotes.			items, interviews or documentaries containing opinions, arguments and	
						discussions.	
	ect Simple	NIT 2 and present perfect conti sed to , be used to	inuous	н	OCABULARY RANGE UNIT 2 ealth and fitness / Adverbs of stance dverb + Adjective collocations SEE LH UP	-INT (B2) UNIT 2 WO	RDLIST
FUNCTIONA Backchanne		AGE UNIT 2 exical Repetition		PI	RONUNCIATION UNIT 2 connected Speech / Catenation: used to		
		Work 3 (Media Project) –	Sharing in class		,		
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		• •					

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1/551/ 20							
WEEK 20		READING	LISTENING	WRITING	SPEAKING OBJECTIVES UNIT 3	SDG GOALS	AI GOALS
02.03.2026		OBJECTIVES	OBJECTIVES UNIT	OBJECTIVES	◆Construct a chain of reasoned		
03.03.2026		UNIT 3	3	UNIT 3	arguments to support or oppose		
04.03.2026		◆Identify the	◆Recognize	◆Give clear and	a point of view.		
05.03.2026		sequence of events	viewpoints and	detailed	◆Present arguments for and		
06.03.2026		in narratives to follow the storyline clearly.  • Apply various reading strategies	attitudes, as well as factual information, in recordings related to social, professional, or	descriptions of real or imaginary events and experiences,	against different options, clearly outlining advantages and disadvantages.  Take an active part in informal discussions in familiar contexts		
JNITS	HOURS	to enhance	academic life.	marking	by commenting, clearly	MEDIATION	Teacher's
JNIT 3 SURVIVAL	16 LHS	understanding, including identifying main points and using contextual clues to check comprehension.	◆Understand detailed instructions well enough to follow them successfully.	relationships between ideas in coherent, connected text.	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.	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. Summarize 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.	notes
GRAMMAR	RANGE UN	NIT 3			VOCABULARY RANGE UNIT 3		
Narrative te	nses includ	ding simple past, pas	t continuous, past per	fect and past	Descriptive verbs /Phrasal verbs	to describe problems	
erfect cont	inuous /Al	ternatives to if in cor	nditionals	•		ives SEE LH UP-INT (B2) UNIT 3 WORDLIST	
UNCTIONA	L LANGUA	GE UNIT 3			PRONUNCIATION UNIT 3		
					Intonation in conditional senten	ces	
ASSESSMEN	IT.						

REMINDERS: PARTS TO BE OMITTED: 3.1 PRONUNCIATION A/B/C/D (Dramatic Story telling techniques) & SPEAKING HUB / 3.3 CAFÉ HUB Backtracking (Comprehension and Authentic English parts will be STUDIED)

UNIT 3 SEE WEEK 20 UNIT 4  *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	OBJECTIVES UNIT 3 SEE WEEK 20 UNIT 4 •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	OBJECTIVES UNIT 3 SEE N UNIT 4  • Write essays reports prese arguments fo against a part viewpoint, ex advantages an disadvantages various option • Revise texts attention to b (grammar, punctuation) meaning (clar and relevance topic).	s or inting r and cicular plaining nd s of ns. with both form and rity, logic,	UNIT 3 SEE WEEK 20 UNIT 4  • 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	MEDIATION UNIT 3 SEE WEEK 20 UNIT 4 • Summarize the plot and sequence of events in a film or play.	Teacher's Notes
◆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	WEEK 20 UNIT 4 •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,	UNIT 4  • Write essays reports prese arguments fo against a part viewpoint, ex advantages at disadvantages various option • Revise texts attention to be (grammar, punctuation) meaning (clar and relevance)	s or inting r and cicular plaining nd s of ns. with both form and city, logic,	•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	UNIT 3 SEE WEEK 20 UNIT 4 • Summarize the plot and sequence of events in a film	
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	UNIT 4  • 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,	•Write essays reports prese arguments fo against a part viewpoint, ex advantages at disadvantages various option •Revise texts attention to be (grammar, punctuation) meaning (clar and relevance	nting r and cicular plaining nd s of ns. with both form and city, logic,	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	UNIT 3 SEE WEEK 20 UNIT 4 • Summarize the plot and sequence of events in a film	
unknown words and phrases, including idioms, similes, and metaphors, by analyzing prefixes, suffixes, and context.	reasonably familiar topics.			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		
NIT 3 SEE WEEK 20	ntinuous tenses		UNIT 4 N	LARY RANGE UNIT 3 SEE WEEK 20 oun + preposition collocations / Noun and verbs wi	ith the same spell	ling
AGE	Titiliaous telises			. ,		
AGE					with intensifiers	
026 QUIZ 3 INCLUDING B2 U	JNIT 2	<u> </u>				
			WRITIN	IG EXTRA: WP FOR & AGAINST ESSAY (TO BE STUD	DIED AFTER WRIT	ING HUB
t	ure perfect, future perfect co	ure perfect, future perfect continuous tenses	UNIT 4 N  ure perfect, future perfect continuous tenses  Intensifie PRONUN UNIT 4 N  026 QUIZ 3 → INCLUDING B2 UNIT 2	UNIT 4 Noun + preposition collocations ∕ Noun and verbs w Intensifiers SEE LH UP-INT (B2) UNIT 4 WORDLIST  PRONUNCIATION UNIT 3 SEE WEEK 20 UNIT 4 Nouns and verbs with the same spelling ∕ Intonation  226 QUIZ 3 INCLUDING B2 UNIT 2	VOCABULARY RANGE UNIT 3 SEE WEEK 20 UNIT 4 Noun + preposition collocations ∕ Noun and verbs with the same spell ure perfect, future perfect continuous tenses  Intensifiers SEE LH UP-INT (B2) UNIT 4 WORDLIST  PRONUNCIATION UNIT 3 SEE WEEK 20 UNIT 4 Nouns and verbs with the same spelling ∕ Intonation with intensifiers  D26 QUIZ 3 INCLUDING B2 UNIT 2	

SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf

SPRING BREAK 1 (16.03.2026-20.03.2026)

WEEK 22		READING OBJECTIVES	LISTENING	WRITING		SPEAKING OBJECTIVES	SDG GOALS	AI GOALS
23.03.202	6	UNIT 4	OBJECTIVES	OBJECTIVI	S	UNIT 4		
24.03.202	6	◆Recognize different	UNIT 4	UNIT 4		◆Give clear, detailed descriptions on a wide range		
25.03.202	6	structures in discursive	◆Identify the main	◆Write essa	ays or	of subjects related to their field of interest.		
26.03.202	6	texts, such as contrasting	reasons for and reports preser	senting				
27.03.202	6	arguments, problem–	against an argument	nent arguments for ar	for and	advantages and disadvantages of various options.		
		solution presentations,	or idea in discussions	against a pa		Construct a chain of reasoned arguments to		
		and cause–and–effect	conducted in clear	viewpoint,		support or oppose a point of view.		
		relationships.	standard language or	advantages		Present arguments for and against different		
UNITS	HOURS	◆ Determine the tone of	a familiar variety.	disadvanta	•	options, clearly outlining advantages and	MEDIATION	Teacher
ONITS	1100113	texts, identifying whether the author is for or against	◆Follow complex	various opt		disadvantages.  Take an active part in informal discussions in	UNIT 4	Notes
UNIT 4	13 LHS	a particular viewpoint.	lines of argument in	◆Revise tex attention to		familiar contexts by commenting, clearly	Summarize the	110103
THE	13 1113	•Apply various reading	clearly articulated lectures, especially	(grammar,	ווויסט וווסטט	expressing viewpoints, evaluating alternatives, and	plot and sequence	
FUTURE		strategies to enhance	on reasonably	punctuation	n) and	making or responding to hypotheses.	of events in a film	
FUIUKE		understanding, including	familiar topics.	meaning (c	,	•Express ideas and opinions with precision and	or play.	
		identifying main points	rammar topicor	and relevan	,	respond convincingly to complex arguments.		
UNIT 5	2 LHS	and using contextual clues		topic).		Sustain their opinions in discussions by providing		
_	Z LHS	to check comprehension.		,		relevant explanations, arguments, and comments.		
CHANGE		◆Deduce the meaning of				◆Outline an issue or problem clearly, speculate		
		unknown words and				about causes or consequences, and weigh the		
		phrases, including idioms,				advantages and disadvantages of different		
PW-4	1 LH	similes, and metaphors, by				approaches.		
		analyzing prefixes, suffixes,				Carry out an effective, fluent interview, moving		
		and context.				beyond prepared questions and following up on		
CDANANAA	DDANCE	 <b>JNIT 4</b> Future forms		<u> </u>	OCADIII AD	interesting responses.	(Noun and works	ith the
			t continuous tonos			Y RANGE UNIT 4 Noun + preposition collocations		iui tiie
		uture perfect, future perfec	continuous tenses			/Intensifiers SEE LH UP-INT (B2) UNIT 4 WORDI		1.
FUNCTION	NAL LANG	JAGE				TION UNIT 4 Nouns and verbs with the same spe	lling/ intonation wit	:n
				iı	ntensifiers			
ASSESSME	ENT							

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.

PARTS TO BE OMITTED: 4.3 CAFÉ HUB / WRITING EXTRA: WP FOR & AGAINST ESSAY (TO BE STUDIED AFTER WRITING HUB 4)

WEEK 23		READING OBJECTIVES	LISTENING	WRITING	SPEAKING	SDG GOALS	AI GOALS	
30.03.202	26	UNIT 5	OBJECTIVES	OBJECTIVES	OBJECTIVES	UNIT 5		
31.03.202 01.04.202 02.04.202 03.04.202 JNITS WQ 3 JNIT 5 CHANGE	26 26	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.	UNIT 5  ◆Understand detailed instructions well enough to follow them successfully.	UNIT 5 • Evaluate difference ideas or solution problem, clearly presenting prosecons. • Reflect on their writing and revising most coherence and flow between ideas. • Revise texts with attention to both (grammar, punctuation) and meaning (clarity, and relevance to topic).	s to a detailed explanation of how to carry out a procedure or task.  e to nce en the form de logic,	◆Write an article about how individuals can help fight climate change.  MEDIATION UNIT 5  ◆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.  ◆Summarize 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	
The passiv	RAMMAR RANGE UNIT 5 he passive ausative : have and get			G	OCABULARY RANGE UNIT reen vocabulary / Describi refixes SEE LH UP-INT (B2)	ng areas of a city		
UNCTIONAL LANGUAGE				-	PRONUNCIATION UNIT 5 Words that lose one syllable			

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

PARTS TO BE OMITTED: 5.1 PRONUNCIATION A/B(Glottal Stops)/ 5.3 CAFÉ HUB/WRITING EXTRA: WP Problem Solution Essay (to be studied before and after Writing Hub 5)

WEEK 24		READING OBJECTIVES	LISTENING	WRITING	SPEAKING	SDG GOALS	AI GOALS
06.04.202	6	<b>UNIT 5 SEE WEEK 23</b>	OBJECTIVES	OBJECTIVES	OBJECTIVES	UNIT 5 SEE WEEK 23	
07.04.202	6	UNIT 6	UNIT 5 SEE WEEK 23	<b>UNIT 5 SEE WEEK 23</b>	UNIT 5 SEE WEEK	UNIT 6	
08.04.202	6	◆Identify referents of	UNIT 6	UNIT 6	23	◆Participate in a discussion about barriers	
09.04.202	6	pronouns within texts.	◆Understand detailed	◆Describe a variety of	UNIT 6	to education and possible solutions.	
10.04.202		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	instructions well enough to follow them successfully.	subjects related to their field of interest using appropriate genre conventions.  •Write essays or reports presenting arguments for and against a particular	Give clear, detailed descriptions on a wide range of subjects related to their field of interest.     Engage in extended conversations on most general topics		
UNITS	HOURS	clues to check		viewpoint, explaining advantages and	in a clearly	MEDIATION	Teacher's
UNITS	HOURS	comprehension.		disadvantages of	participatory manner, even in	UNIT 5 SEE WEEK 23	Notes
UNIT 5	5 LHS	◆Deduce the meaning of		various options.	moderately noisy	UNIT 6	Notes
CHANGE	3 1113	unknown words and			environments.	•Facilitate group discussions by clarifying	
CHANGE		phrases, including				contributions, managing turn-taking, and	
UNIT 6 COMING OF AGE	11 LHS	idioms, similes, and metaphors, by analyzing prefixes, suffixes, and context.				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.	
GRAMMA	R RANGE	JNIT 5 SEE WEEK 23		VOCABULARY RANGE	UNIT 5 SEE WEEK 23	/ UNIT 6	
UNIT 6 Ob	ligation, p	rohibition and permission	/ Articles	Education Compound	adjectives Phrases wit	th make and do SEE LH UP-INT (B2) UNIT 6	WORDLIST
FUNCTION	NAL LANG	JAGE		PRONUNCIATION UNI	T 5 SEE WEEK 23		
				<b>UNIT 6</b> Intonation to s	how interest		

#### **ASSESSMENT**

REMINDERS: PARTS TO BE OMITTED: 6.2 PRONUNCIATION A/B (intrusive j sound) / 6.3 CAFÉ HUB emphatic structure 

6.3 Café Hub Speaking Skill (to be studied) / Speaking Hub in 6.3 (OPTIONAL) WRITING EXTRA: WP SUPPLEMANTARY MATERIALS FOR BARCHART READING AND REPORTS (TO BE STUDIED BEFORE WRITING HUB 6)

WEEK 25		READING OBJECTIVES	LISTENING	WRITING		SPEAKING	SDG GOALS	AI GOALS	
13.04.2020	.04.2026 UNIT 6 OBJECTIVES OBJECTIVES		;	OBJECTIVES	UNIT 6				
14.04.2020 15.04.2020 16.04.2020 17.04.2020	6 6 6	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	UNIT 6 ◆Understand detailed instructions well enough to follow them successfully.	UNIT 6 • Describe a v subjects relative field of using approping genre conver • Write essay reports prese arguments for	variety of ted to interest riate ntions.	● 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	Participate in a discussion about barriers to education and possible solutions.      MEDIATION	Teacher's	
SPE 2	4 LHS	identifying main points and using contextual clues to check		against a particular viewpoint, explaining advantages and		clearly participatory manner, even in moderately noisy	● Facilitate group discussions by clarifying contributions, managing turn-taking, and	Notes	
UNIT 6 COMING OF AGE	12 LHS	comprehension.  Deduce the meaning of unknown words and phrases, including idioms, similes, and metaphors, by analyzing prefixes, suffixes, and context.		disadvantage various optio	es of	environments.	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.		
GRAMMA	R RANGE	UNIT 6		I	VOCABU	LARY RANGE UNIT 6			
Obligation	, prohibiti	on and permission / Article	es		Education Compound adjectives Phrases with make and do SEE LH UP-INT (B2) UNIT 6 WORDLIST				
FUNCTION	IAL LANG	JAGE			PRONUNCIATION UNIT 6				
					Intonation to show interest				
REMINDER	RS: <mark>PARTS</mark>	2026 / 17.04.2026 SPEAK  TO BE OMITTED: 6.2 PRO (OPTIONAL)		vejsound) / 6	.3 CAFÉ HI	JB emphatic structure	▲ 6.3 Café Hub Speaking Skill (to be studied	)/	

WEEK 26 20.04.2026 21.04.2026 22.04.2026		READING OBJECTIVES UNIT 7 •Scan long and complex texts to locate relevant	LISTENING OBJECTIVES UNIT 7 •Understand detailed	WRITING OBJECTIVES UNIT 7 •compose for		SPEAKING OBJECTIVES UNIT 7 • Provide a clear,	SDG GOALS	AI GOALS	
23.04.2026 24.04.2026		details efficiently.  • Deduce the meaning of unknown words and phrases, including idioms, similes, and metaphors, by analyzing	instructions well enough to follow them successfully.	corresponde as letters of or request, app and complain appropriate structure and	enquiry, lication nt using register,	detailed explanation of how to carry out a procedure or task.  Use telecommunications for a variety of			
UNITS  OFFICIAL HOLIDAY  UNIT 7 COMMUNITY	HOURS 4 LHS 12 LHS	prefixes, suffixes, and context.		conventions.		personal and professional purposes, requesting clarification when faced with unfamiliar accents or terminology. (cafe hub)	MEDIATION UNIT 7  ◆Summarize 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	26
GRAMMAR First condition		different future forms		•	VOCABULARY RANGE UNIT 7 Verbs to describe change				
Wish and if	Unreal conditions Wish and if only						SEE LH UP-INT (B2) UNIT 7 WORDLIS	т	
FUNCTIONA		GE .				ICIATION UNIT 7  ed speech in conditional	s / two- stress phrasal verbs		
ASSESSMEN	11								

REMINDERS: 23.04.2026 OFFICIAL HOLIDAY PARTS TO BE OMITTED: 7.1 SPEAKING

WEEK 27 27.04.2026 28.04.2026 29.04.2026 30.04.2026 01.05.2026  UNITS  UNIT 7 COMMUNITY  UNIT 8 MYSTERY  ACH 3  OFFICIAL	HOURS 10 LHS 2 LHS 4 LHS	READING OBJECTIVES UNIT 7  • 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.  UNIT 8 SEE WEEK 28	LISTENING OBJECTIVES UNIT 7 • Understand detailed instructions well enough to follow them successfully.  UNIT 8 SEE WEEK 28	WRITING OBJECTIVES UNIT 7  • compose formal correspondence such as letters of enquiry, request, application and complaint using appropriate register, structure and conventions.  UNIT 8 SEE WEEK 28	SPEAKING OBJECTIVES UNIT 7 • 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)  UNIT 8 SEE WEEK 28	MEDIATION UNIT 7  • Summarize extracts from news ite interviews or documentaries conta opinions, arguments and discussion • Take accurate notes in meetings a seminars on most matters likely to within their field of interest. • Act as rapporteur in a group discunoting ideas and decisions, discussions these with the group and later giving summary of the group's view(s) in a summary of the group's view(s) in a summary of the group's view(s).	ining ans. and arise ussion, ing	
HOLIDAY	0					plenary. UNIT 8 SEE WEEK 28		
GRAMMAR I				VOCABULARY RANGE				
		different future forms		Verbs to describe char	O .			
Unreal condi				Three-part phrasal ve				
Wish and if c		UNIT 8 SEE WEEK 28		Compound nouns	SEE LH UP-INT (B2) UN	IT 7 WORDLIST UNIT 8	SEE WEEK 28	
FUNCTIONA	L LANGUA	GE		PRONUNCIATION UNIT 7 Connected speech in conditionals / two- stress phrasal verbs UNIT 8 SEE WEEK 28				

ASSESSMENT 30.04.2026 ACHIEVEMENT 3 PINCLUDING B2 UNIT 6

REMINDERS: 01.05.2026 OFFICIAL HOLIDAY
PARTS TO BE OMITTED: 7.1 SPEAKING

WEEK 28 04.05.2026 05.05.2026 06.05.2026 07.05.2026 08.05.2026  UNITS HOURS  UNIT 8 MYSTERY  PW-4  3 LHS		READING OBJECTIVES UNIT 8  • Deduce the meaning of unknown words and phrases, including idioms, similes, and metaphors, by analyzing prefixes, suffixes, and context.  • Recognize different structures in discursive	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  WRITING OBJECTIVES  • Produce essar reports that d an argument systematically highlighting si points and suppoints		unit 8 ays or develop  // ignificant pporting evant	SPEAKING OBJECTIVES UNIT 8 • Describe in detail the personal significance of events and experiences.	SDG GOALS	AI GOALS
		texts, such as contrasting arguments, problem—solution presentations, and cause—and—effect relationships.  •Identify referents of pronouns within texts.		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).			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.  ◆ Summarize the plot and sequence of events in a film or play.  ◆ Summarize extracts from news items, interviews or documentaries containing opinions, arguments and discussions.	Teacher's Notes
Past moda	GRAMMAR RANGE UNIT 8 Past modals of deduction/Orders of adjectives FUNCTIONAL LANGUAGE				VOCABULARY RANGE UNIT 8 Word families /Easily confused verbs/Crime SEE LH UP-INT (B2) UNIT 8 WORDLIS' PRONUNCIATION			

ASSESSMENT Project Work 4 (Debate) – In-class performance

REMINDERS: PARTS TO BE OMITTED: 8.1 PRONUNCIATION A/B (thought groups) / 8.1 SPEAKING HUB / 8.2 PRONUNCIATION A/B/C (Adding info) A ORDER OF ADJECTIVES (TO BE STUDIED AT RECOGNITION LEVEL) /WRITING EXTRA: WP CAUSE AND EFFECT ESSAYS (TO BE STUDIED AFTER WRITING HUB 8)

WEEK 29		READING OBJECTIVES	LISTENING	WRITING	SPEAKING	SDG GOALS	AI GOALS
11.05.2026	;	UNIT 8 SEE WEEK 28	OBJECTIVES	OBJECTIVES	OBJECTIVES		
12.05.2026		UNIT 9	UNIT 8 SEE WEEK 28	UNIT 8 SEE WEE	K 28 UNIT 8 SEE WEEK 28		
13.05.2026	;	◆Scan long and complex	UNIT 9	UNIT 9	UNIT 9		
14.05.2026 15.05.2026		texts to locate relevant details efficiently.  •Identify topic sentences to quickly grasp the content	•Recognize viewpoints and attitudes, as well as factual information, in recordings related to social, professional, or		◆Provide a clear, detailed explanation of how to carry out a procedure or task.		
UNITS	HOURS	without detailed reading.	academic life.  •Understand detailed			MEDIATION UNIT 8 SEE WEEK 28	Teacher's Notes
WQ 4	1 LH		instructions well enough to follow them			UNIT 9	
UNIT 8 MYSTERY	7 LHS		successfully.			•Summarize the plot and sequence of events in a film or play.	
UNIT 9 BUSINESS	8 LHS						
GRAMMAR	R RANGE U	NIT 8 SEE WEEK 28	1	VC	CABULARY RANGE UNIT 8 SE	E WEEK 28	1

GRAMMAR RANGE UNIT 8 SEE WEEK 28

UNIT 9 Relative clauses

Determiners and quantifiers

Determiners and quantifiers

FUNCTIONAL LANGUAGE

OCABULARY RANGE UNIT 8 SEE WEEK 28

Dependent prepositions

Science

Advertising

SEE LH UP-INT (B2) UNIT 9 WORDLIST

PRONUNCIATION UNIT 9

Connected Speech: Connectors and Quantifiers

ASSESSMENT 12.05.2026 WRITING QUIZ 4 FINCLUDING B2 UNIT 7

REMINDERS: PARTS TO BE OMITTED: 9.1 PRONUNCIATION A/B (Pitch on NDR) / 9.3 CAFÉ HUB AUTHENTIC ENGLISH PART ( OTHER PARTS IN CAFÉ HUB 9.3: OPTIONAL)
PARTS TO BE OMITTED: WRITING HIB 9 WRITING A PROPOSAL

			1	1				CU-3 F3F3	
WEEK 30		READING OBJECTIVES	LISTENING	WRITING		SPEAKING	SDG GOALS	AI GOALS	
18.05.2026	18.05.2026 UNIT 9 OBJECTIVES OBJECT		OBJECTIVES	;	OBJECTIVES				
19.05.2026	5	◆Scan long and complex	UNIT 9	UNIT 9		UNIT 9			
20.05.2026	6	texts to locate relevant	◆Recognize viewpoints			◆Provide a clear,			
21.05.2026	6	details efficiently.	and attitudes, as well as			detailed explanation of			
22.05.2026	6	◆Identify topic	factual information, in			how to carry out a			
		sentences to quickly grasp the content	recordings related to			procedure or task.			
		without detailed	social, professional, or academic life.						
		reading.	◆Understand detailed						
UNITS	HOURS		instructions well enough				MEDIATION	Teacher's Notes	
			to follow them				UNIT 9		
ONLINE	4 LHS		successfully.				◆Summarize the plot and		
EXAM							sequence of events in a		
OFFICIAL	4 LHS						film or play.		
HOLIDAY									
UNIT 9									
BUSINESS	8 LHS								
GRAMMAF	R RANGE U	INIT 9			VOCABU	LARY RANGE UNIT 9			
Relative cla	auses				Depende	ent prepositions			
Determine	rs and qua	ntifiers			Science				
	aa qua				Advertising SEE LH UP-INT (B2) UNIT 9 WORDLIST				
FUNCTION	AL LANGU	AGE			PRONUNCIATION UNIT 9				
					Connecte	ed Speech: Connectors a	and Quantifiers		
ASSESSME	NT 21.05.2	2026 ONLINE EXAM				•			
REMINDER	RS: 19.05.2	026 OFFICIAL HOLIDAY							
			A/B (Pitch on NDR) / 9.3 CA	AFÉ HUB AUTI	HENTIC EN	GLISH PART (▲ OTHER	PARTS IN CAFÉ HUB 9.3: 0	OPTIONAL)	
		D: WRITING HIB 9 WRITI						•	
SUGGESTIC	ONS For su	ggestions on strategies, m	nethodologies, and comm	unicative acti	vities for t	eaching grammar, vocal	oulary, and skills, please cli	ck on the link: B2 Language	
		tegies, Methods, and Com					,		
		<u> </u>							

SPRING BREAK 2 (25.05.2026- 29.05.2026)

WEEK 31		READING OBJECTIVES	LISTENING	WRITING	SPEAKING OBJECTIVES	SDG GOALS	AI GOALS		
01.06.202	26	UNIT 9 SEE WEEK 30	OBJECTIVES	OBJECTIVES	UNIT 9 SEE WEEK 30	UNIT 10			
02.06.202	26	UNIT 10	UNIT 9 SEE	UNIT 9 SEE WEE	K UNIT 10	◆Write an opinion essay			
02.06.2026 03.06.2026 04.06.2026 05.06.2026  UNITS HOURS  QUIZ 4 1 LH  UNIT 9 7 LHS				UNIT 9 SEE WEE 30 UNIT 10 •Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevanto topic). •Produce essays reports that deve an argument systematically,	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	on gender stereotypes in advertising.  MEDIATION UNIT 9 SEE WEEK 30 UNIT 10  • Facilitate group discussions by clarifying contributions, managing turn-taking, and	Teacher's Notes		
UNIT 10 MEDIA	8 LHS	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.	instructions well enough to follow them successfully.	highlighting significant points supporting them relevant details.		reformulating ideas as needed.  •Compare and interpret different viewpoints in a discussion, highlighting key differences and similarities.  •Summarize 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.			
GRAMMA	AR RANGE	UNIT 9 SEE WEEK 30			VOCABULARY RANGE UNIT 9 SEE WEEK 30				
UNIT 10 Reported speech /Reporting verbs					Traditional media / Social media / Adjective noun collocations SEE LH UP-INT (B2) UNIT 10 WORDLIST				
FUNCTIONAL LANGUAGE					PRONUNCIATION UNIT 9 SEE WEEK 30 UNIT 10 Using intonation to attract and keep interest				

REMINDERS: PARTS TO BE OMITTED: 10.1 PRONUNCIATION A/B (Avoiding interruption) /10.3 CAFÉ HUB

WEEK 32		READING OBJECTIVES	LISTENING	WRITING	SPEAKING OBJECTIVES UNIT 10	SDG GOALS	AI GOALS		
08.06.202	6	UNIT 10	OBJECTIVES	<b>OBJECTIVES UNIT</b>	◆Give clear, detailed descriptions on a wide	UNIT 10			
08.06.2026 09.06.2026 10.06.2026 11.06.2026 12.06.2026		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	PRecognize different tructures in discursive exts, such as contrasting arguments, problem—olution presentations, and cause—and—effect elationships.  Poetermine the tone of clear standard to discursive exts, such as contrasting and against an argument or idea in discussions conducted in clear standard  10  • Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to 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.  •Give a clear, prepared presentation on a familiar topic, supporting or opposing a	Write an opinion essay on gender stereotypes in advertising.			
UNITS	HOURS	the author is for or against		◆Produce essays or reports that develop	particular point of view.	MEDIATION	Teacher's		
UNIT 10 MEDIA	UNIT 10 16 LHS	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.	language or a familiar variety.  •Understand detailed instructions well enough to follow them successfully.	reports that develop an argument systematically, highlighting significant points and supporting them with relevant details.	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.		Notes		
GRAMMA				VOCABULARY RANG					
•	•	eporting verbs		·	Social media / Adjective noun collocations SEE	LH UP-INT (B2) UNIT 10 W	ORDLIST		
FUNCTION		JAGE		PRONUNCIATION UNIT 10 Using intonation to attract and keep interest					

REMINDERS: PARTS TO BE OMITTED: 10.1 PRONUNCIATION A/B (Avoiding interruption) /10.3 CAFÉ HUB

SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: <u>B2 Language</u> <u>Teaching Toolkit Strategies</u>, <u>Methods</u>, and <u>Communicative Practices.pdf</u>

PROFICIENCY EXAM: 16-17-18 JUNE 2026