

WEEK 2 22.09.2025 23.09.2025 24.09.2025 25.09.2025 26.09.2025		READING OBJECTIVES UNIT 1: SEE WEEK 1 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.	LISTENING OBJECTIVES UNIT 1: SEE WEEK 1 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 information content of the majority of recorded or broadcast material on topics of personal interest when delivered in clear standard language.	WRITING OBJECTIVES UNIT 1: SEE WEEK 1 WEEK 1	SPEAKING OBJECTIVES UNIT 1: SEE WEEK 1 UNIT 2 ♦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	AI GOALS X SPEAKING Use AI-generated questions or prompts to practice speaking on various topics. Record and self-assess speaking using AI-assisted pronunciation or fluency feedback tools (e.g., ELSA, SpeakPal). Use AI chatbots to roleplay conversations and simulate real-life speaking situations. Reflect on the accuracy and naturalness of their own spoken responses compared to AI responses.
UNITS	HOURS					MEDIATION UNIT 1: SEE WEEK 1 UNIT 2 ♦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).	Teacher's Notes
UNIT 1 <i>COMMUNICATION</i>	10 lesson hours						
UNIT 2 <i>EXPERIENCES</i>	6 LHS						
GRAMMAR RANGE UNIT 1: SEE WEEK 1 UNIT 2 Present perfect simple and past simple Present and past ability					VOCABULARY RANGE UNIT 1: SEE WEEK 1 UNIT 2 Collocations: making big decisions Dependent prepositions Problems and solutions Permission SEE LH INT (B1+) UNIT 2 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 1: SEE WEEK 1 UNIT 2: / Asking for, giving refusing permission					PRONUNCIATION UNIT 1: SEE WEEK 1 UNIT 2: 's and 've / Word Stress: Verbs with two syllables		
ASSESSMENT							
REMINDERS: Writing Hub 2: Writing an Informal Email OPTIONAL / CAN BE OMITTED.							
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 3 29.09.2025 30.09.2025 01.10.2025 02.10.2025 03.10.2025		READING OBJECTIVES 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	LISTENING 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 information content of the majority of recorded or broadcast material on topics of personal interest when delivered in clear standard language.	WRITING OBJECTIVES	SPEAKING OBJECTIVES UNIT 2 ♦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	AI GOALS X 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					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).		Teacher's Notes
UNIT 2 <i>EXPERIENCES</i>	15 LHS							
PW-1	1 LH							
GRAMMAR RANGE UNIT 2 Present perfect simple and past simple Present and past ability					VOCABULARY RANGE UNIT 2 Collocations: making big decisions /Dependent prepositions Problems and solutions /Permission SEE LH INT (B1+) UNIT 2 WORDLIST			
FUNCTIONAL LANGUAGE UNIT 2 Asking for, giving refusing permission.					PRONUNCIATION UNIT 2 's and 've / Word Stress: Verbs with two syllables			
ASSESSMENT								
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.								
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 4 06.10.2025 07.10.2025 08.10.2025 09.10.2025 10.10.2025		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 clear and polite letter of complaint, providing relevant supporting details and clearly stating the desired outcome.	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 questions.	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).	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS UNIT 3 <i>ON THE MOVE</i>	HOURS 16 LHS						
GRAMMAR RANGE UNIT 3 Narrative tenses Articles and quantifiers				VOCABULARY RANGE UNIT 3 Collocations: travel information /Nouns ending in –ion Gradable and ungradable adjectives /Telling a story in five stages SEE LH INT (B1+) UNIT 3 WORDLIST			
FUNCTIONAL LANGUAGE UNIT 3 Telling a story				PRONUNCIATION UNIT 3 Word stress in nouns ending in -ion			
ASSESSMENT							
REMINDERS: PARTS TO BE OMITTED: 3.2 Pronunciation A/B/C (Sentence Stress Quantifiers)							
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 5 13.10.2025 14.10.2025 15.10.2025 16.10.2025 17.10.2025		READING OBJECTIVES UNIT 3: SEE WEEK 4 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 3: SEE WEEK 4 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 lectures/speech on familiar subjects, provided these are delivered clearly in standard language or a familiar variety.	WRITING OBJECTIVES UNIT 3: SEE WEEK 4 UNIT 4 ♦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 UNIT 3: SEE WEEK 4 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). ♦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 UNIT 3: SEE WEEK 4	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS QUIZ 1	HOURS 1 LH					MEDIATION UNIT 3: SEE WEEK 4 UNIT 4 ♦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
UNIT 3 ON THE MOVE	6 LHS						
UNIT 4 CHANGE	9 LHS						
GRAMMAR RANGE UNIT 3 SEE WEEK 4 UNIT 4 Future forms Making predictions				VOCABULARY RANGE UNIT 3 SEE WEEK 4 UNIT 4 Collocations. Goals and resolutions Prefixes: dis-, mis-, over-, re-, under- SEE LH INT (B1+) UNIT 4 WORDLIST			
FUNCTIONAL LANGUAGE UNIT 3 SEE WEEK 4 UNIT 4 Clarifying and asking for clarification / Making and dealing with complaints				PRONUNCIATION UNIT 3 SEE WEEK 4 UNIT 4 Linking final consonant and first vowel sounds			
ASSESSMENT 14.10.2025 QUIZ 1 ➡ INCLUDING B1+ UNIT 2							
REMINDERS: PARTS TO BE OMITTED: 4.1 Pronunciation A/B/C/D (Intonation for attitude and mood.				UNIT 4: WRITING EXTRA WP: Basic Plan of an Essay+ Opinion essay Before studying Writing Hub 4, study WP Basic Plan of an Essay+ Opinion essay first			
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 6 20.10.2025 21.10.2025 22.10.2025 23.10.2025 24.10.2025		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 lectures/speech on familiar subjects, provided these are delivered clearly in standard language or a familiar variety.	WRITING OBJECTIVES UNIT 4 ♦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 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). ♦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 SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES		
UNITS UNIT 4 CHANGE PW-1	HOURS 13 LHS 3 LHS					MEDIATION SEE WEEK 5	Teacher’s Notes		
GRAMMAR RANGE UNIT 4 Future forms Making predictions						VOCABULARY RANGE UNIT 4 Collocations. Goals and resolutions Prefixes: dis-, mis-, over-, re-, under- SEE LH INT (B1+) UNIT 4 WORDLIST			
FUNCTIONAL LANGUAGE UNIT 4 Clarifying and asking for clarification / Making and dealing with complaints						PRONUNCIATION UNIT 4 Linking final consonant and first vowel sounds			
ASSESSMENT Project Work 1 (Introducing your hometown) – In-class presentation									
REMINDERS: PARTS TO BE OMITTED: 4.1 Pronunciation A/B/C/D (Intonation for attitude and mood.						UNIT 4: WRITING EXTRA WP: Basic Plan of an Essay+ Opinion essay Before studying Writing Hub 4, study WP Basic Plan of an Essay+ Opinion essay first			
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 7 27.10.2025 28.10.2025 29.10.2025 30.10.2025 31.10.2025		READING OBJECTIVES 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 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 UNIT 5 ♦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 UNIT 5 ♦Compose formal emails or letters (e.g. enquiries, requests, applications, complaints) using appropriate structure, register, and layout conventions.	SPEAKING OBJECTIVES UNIT 5 ♦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 UNIT 5 ♦Follow the main points of a podcast about environmental campaigns and understand examples that illustrate business practices. ♦Express and justify their opinions about the impact of buying second-hand clothes and sustainable fashion campaigns. ♦Take part in discussions, comparing ideas and reaching agreement about which environmental business idea is most effective. ♦Summarize information from a podcast or text (e.g., "Worn Wear" campaign) and explain it in their own words to their peers.	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS OFFICIAL HOLIDAY UNIT 5 WORK AND BUSINESS	HOURS 4 LHS 12 LHS					MEDIATION UNIT 5 ♦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
GRAMMAR RANGE UNIT 5 Past habits and states The passive					VOCABULARY RANGE UNIT 5 Employment skills and qualities /Verbs of influence Business collocations /Structuring a presentation SEE LH INT (B1+) UNIT 5 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 5 Structuring a presentation					PRONUNCIATION UNIT 5 Intonation and rhythm / Silent consonants		
ASSESSMENT							
REMINDERS: 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: B1+ Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf							

WEEK 8 03.11.2025 04.11.2025 05.11.2025 06.11.2025 07.11.2025		READING OBJECTIVES 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 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 UNIT 5 ♦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 UNIT 5 ♦Compose formal emails or letters (e.g. enquiries, requests, applications, complaints) using appropriate structure, register, and layout conventions.	SPEAKING OBJECTIVES UNIT 5 ♦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 UNIT 5 ♦Follow the main points of a podcast about environmental campaigns and understand examples that illustrate business practices. ♦Express and justify their opinions about the impact of buying second-hand clothes and sustainable fashion campaigns. ♦Take part in discussions, comparing ideas and reaching agreement about which environmental business idea is most effective. ♦Summarize information from a podcast or text (e.g., "Worn Wear" campaign) and explain it in their own words to their peers.	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS WQ 1 UNIT 5 WORK AND BUSINESS REVISION	HOURS 1 LH 10 LHS 5 LHS	Teacher's Notes					
GRAMMAR RANGE UNIT 5 Past habits and states The passive				VOCABULARY RANGE UNIT 5 Employment skills and qualities /Verbs of influence Business collocations /Structuring a presentation SEE LH INT (B1+) UNIT 5 WORDLIST			
FUNCTIONAL LANGUAGE UNIT 5 Structuring a presentation				PRONUNCIATION UNIT 5 Intonation and rhythm / Silent consonants			
ASSESSMENT 04.11.2025 WRITING QUIZ 1☞ INCLUDING B1+ UNIT 4							
REMINDERS:							
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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 UNIT 6 ♦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 UNIT 6 ♦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 UNIT 6 ♦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 UNIT 6 ♦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	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS UNIT 6 SPORTS AND HOBBIES PW-2	HOURS 15 LHS 1 LH					MEDIATION UNIT 6 ♦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 6 Modals of obligation Present perfect continuous Had to/ needed to				VOCABULARY RANGE UNIT 6 Adjectives ending in –ive /Sport Hobbies and free time activities /Express an opinion SEE LH INT (B1+) UNIT 6 WORDLIST			
FUNCTIONAL LANGUAGE UNIT 6 Expressing your opinion				PRONUNCIATION UNIT 6 Rhythm pausing / Been: weak form			
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: B1+ Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf							

WEEK 10 24.11.2025 25.11.2025 26.11.2025 27.11.2025 28.11.2025		READING OBJECTIVES UNIT 6 SEE WEEK 9 UNIT 7 ♦Scan straightforward factual texts in magazines, brochures, or on the web to identify their topic and assess practical usefulness. ♦Identify the meaning of unfamiliar words or signs from context, particularly on topics related to their field and interests. ♦Differentiate facts from opinions in texts.	LISTENING OBJECTIVES UNIT 6 SEE WEEK 9 UNIT 7 ♦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 UNIT 6 SEE WEEK 9 UNIT 7 ♦Write texts on topical subjects of personal interest, listing advantages and disadvantages and clearly justifying their opinion.	SPEAKING OBJECTIVES UNIT 6 SEE WEEK 9 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. ♦Start and sustain conversations by asking spontaneous questions about special experiences or events and reacting with opinions on familiar subjects. ♦Deliver a prepared presentation on a familiar topic within their field. ♦Explain why something is a problem and suggest what to do next.	SDG GOALS UNIT 7 ♦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.	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS ACH 1	HOURS 0					MEDIATION UNIT 6 SEE WEEK 9 UNIT 7 ♦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.	Teacher’s Notes
GRAMMAR RANGE UNIT 6 SEE WEEK 9 UNIT 7 Modals of speculation and deduction Comparatives and superlatives the....., the...				VOCABULARY RANGE UNIT 6 SEE WEEK 9 UNIT 7 Phrasal verbs /Adjectives to describe food Waste /Making suggestions SEE LH INT (B1+) UNIT 7 WORDLIST			
FUNCTIONAL LANGUAGE UNIT 6 SEE WEEK 9 UNIT 7 Making Suggestions				PRONUNCIATION UNIT 6 SEE WEEK 9 UNIT 7 Diphthongs / Word Stress with Modals/ Vowels + W			
ASSESSMENT 28.11.2025 ACHIEVEMENT 1 INCLUDING B1+ UNIT 5							
REMINDERS: WRITING EXTRA: COMPARE AND CONTRAST ESSAY IN WRITING PACK WILL BE STUDIED.							
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B1+ Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf							

WEEK 11 01.12.2025 02.12.2025 03.12.2025 04.12.2025 05.12.2025		READING OBJECTIVES UNIT 7 ♦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. UNIT 8 SEE WEEK 12	LISTENING OBJECTIVES LISTENING OBJECTIVES UNIT 6 SEE WEEK 9 UNIT 7 ♦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. UNIT 8 SEE WEEK 12	WRITING OBJECTIVES UNIT 7 ♦Write texts on topical subjects of personal interest, listing advantages and disadvantages and clearly justifying their opinion. UNIT 8 SEE WEEK 12	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. ♦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. UNIT 8 SEE WEEK 12	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 infographics about waste and environmental impact. MEDIATION UNIT 7 ♦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. UNIT 8 SEE WEEK 12	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS UNIT 7 <i>FOOD</i> UNIT 8 <i>INNOVATION</i>	HOURS 14 LHS 2 LHS	Teacher’s Notes					
GRAMMAR RANGE UNIT 7 Modals of speculation and deduction Comparatives and superlatives the..., the...		GRAMMAR RANGE UNIT 8 SEE WEEK 12		VOCABULARY RANGE UNIT 7 Phrasal verbs /Adjectives to describe food Waste /Making suggestions SEE LH INT (B1+) UNIT 7 WORDLIST VOCABULARY RANGE UNIT 8 SEE WEEK 12			
FUNCTIONAL LANGUAGE UNIT 7 Making Suggestions		FUNCTIONAL LANGUAGE UNIT 8 SEE WEEK 12		PRONUNCIATION UNIT 7 Diphthongs / Word Stress with Modals/ Vowels + W PRONUNCIATION UNIT 8 SEE WEEK 12			
ASSESSMENT							
REMINDERS: WRITING EXTRA: COMPARE AND CONTRAST ESSAY WILL BE STUDIED IN WRITING PACK.							
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WEEK 12 08.12.2025 09.12.2025 10.12.2025 11.12.2025 12.12.2025		READING OBJECTIVES UNIT 8 ♦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.	LISTENING OBJECTIVES UNIT 8 ♦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.	WRITING OBJECTIVES	SPEAKING OBJECTIVES UNIT 8 ♦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.	SDG GOALS	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS UNIT 8 INNOVATION	HOURS 16 LHS					MEDIATION UNIT 8 ♦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
GRAMMAR RANGE UNIT 8 Relative clauses Zero and first conditionals Conditionals with modals and imperatives				VOCABULARY RANGE UNIT 8 Word families Creative thinking SEE LH INT (B1+) UNIT 8 WORDLIST			
FUNCTIONAL LANGUAGE UNIT 9 Giving and Following Instructions				PRONUNCIATION UNIT 8 Relative clauses			
ASSESSMENT							
REMINDERS: PARTS TO BE OMITTED: 8.2 PRONUNCIATION A/B/C / ('ll 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)							
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B1+ Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf							

WEEK 13 15.12.2025 16.12.2025 17.12.2025 18.12.2025 19.12.2025		READING OBJECTIVES UNIT 8 SEE WEEK 12 UNIT 9 ♦Understand referencing words (e.g., pronouns, conjunctions) and how they connect ideas. ♦Scan straightforward factual texts in magazines, brochures, or on the web to identify their topic and assess practical usefulness. ♦Read newspaper or magazine accounts of cultural events (films, books, concerts) aimed at a wider audience and grasp main points.	LISTENING OBJECTIVES UNIT 8 SEE WEEK 12 UNIT 9 ♦Recognize the speaker's point of view and distinguish it from factual information being reported. ♦Identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety. ♦Distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered clearly in standard language or a familiar variety.	WRITING OBJECTIVES UNIT 8 SEE WEEK 12 UNIT 9 ♦Write reviews of films, books, TV programmes, or events, giving opinions and relevant details.	SPEAKING OBJECTIVES UNIT 8 SEE WEEK 12 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, 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.	SDG GOALS	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS QUIZ 2	HOURS 1 LH					MEDIATION UNIT 8 SEE WEEK 12 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
UNIT 8 INNOVATION	5 LHS						
UNIT 9 THE ARTS	10 LHS						
GRAMMAR RANGE UNIT 8 SEE WEEK 12 UNIT 9 Second conditional Reported speech				VOCABULARY RANGE UNIT 8 SEE WEEK 12 UNIT 9 The arts /Verbal idioms / Reporting verbs /Phrases to talk about films SEE LH INT (B1+) UNIT 9 WORDLIST			
FUNCTIONAL LANGUAGE UNIT 8 SEE WEEK 12 UNIT 9 Talking about films and books				PRONUNCIATION UNIT 8 SEE WEEK 12 UNIT 9 tʃ / ʃ / k sounds / using your voice to make your story more interesting			
ASSESSMENT 16.12.2025 QUIZ 2👉 INCLUDING B1+ UNIT 7							
REMINDERS:							
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B1+ Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf							

WEEK 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 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.	LISTENING OBJECTIVES UNIT 9 ♦Recognize the speaker’s point of view and distinguish it from factual information being reported. ♦Identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety. ♦Distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered clearly in standard language or a familiar variety.	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, 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.	SDG GOALS	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS UNIT 9 THE ARTS	HOURS 13 LHS 3					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
GRAMMAR RANGE UNIT 9 Second conditional Reported speech				VOCABULARY RANGE UNIT 9 The arts /Verbal idioms / Reporting verbs /Phrases to talk about films SEE LH INT (B1+) UNIT 9 WORDLIST			
FUNCTIONAL LANGUAGE UNIT 9 Talking about films and books				PRONUNCIATION UNIT 9 tʃ / ʃ / k sounds / using your voice to make your story more interesting			
ASSESSMENT Project Work 2 (Roleplay) – In-class performance							
REMINDERS:							
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B1+ Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf							

WEEK 15 29.12.2025 30.12.2025 31.12.2025 01.01.2026 02.01.2026		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 and detailed descriptions on a variety of subjects related to their field of interest.	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 non-routine matters with some confidence. ♦Clearly put forward a point of view, though may struggle in extended debate. ♦Give brief comments on others' opinions.	SDG GOALS	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES
UNITS SPE 1 OFFICIAL HOLIDAY UNIT 10 PSYCHOLOGY PW-3	HOURS 4 4 7 LHS 1					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.	Teacher’s Notes
GRAMMAR RANGE UNIT 10 Third conditional Should have + past participle /Hopes and wishes					VOCABULARY RANGE UNIT 10 Psychology verbs /Expressions with mind/ Reflexive verbs /Staying organized Make and accept apologies SEE LH INT (B1+) UNIT 10 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 10 Making and Accepting Apologies					PRONUNCIATION UNIT 10 Emphasis and Reflexive Pronouns		
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. 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		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 and detailed descriptions on a variety of subjects related to their field of interest.	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 non-routine matters with some confidence. ♦Clearly put forward a point of view, though may struggle in extended debate. ♦Give brief comments on others' opinions.	SDG GOALS	AI GOALS SEE WEEK 1 WEEK2 WEEK 3 FOR ALL AI OBJECTIVES				
UNITS ACH 2	HOURS 0	UNIT 10 PSYCHOLOGY	16 LHS			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.	Teacher’s Notes				
GRAMMAR RANGE UNIT 10 Third conditional Should have + past participle /Hopes and wishes						VOCABULARY RANGE UNIT 10 Psychology verbs /Expressions with mind/ Reflexive verbs /Staying organized Make and accept apologies SEE LH INT (B1+) UNIT 10 WORDLIST					
FUNCTIONAL LANGUAGE UNIT 10 Making and Accepting Apologies											
ASSESSMENT 09.01.2026 ACHIEVEMENT 2🔥 INCLUDING B1+ UNIT 9											
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: B1+ Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf											
WINTER BREAK (12.01.2026 / 06.02.2026)											

WEEK 17 09.02.2026 10.02.2026 11.02.2026 12.02.2026 13.02.2026		READING OBJECTIVES UNIT 1 ♦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.	LISTENING OBJECTIVES UNIT 1 ♦Recognize viewpoints and attitudes, as well as factual information, in recordings related to social, professional, or academic life. ♦Follow the chronological sequence in extended informal discourse, such as stories or anecdotes.	WRITING OBJECTIVES UNIT 1 ♦Compose formal correspondence such as letters of enquiry, request, application and complaint using appropriate register, structure and conventions.	SPEAKING OBJECTIVES UNIT 1 ♦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.	SDG GOALS	AI GOALS
UNITS UNIT 1 <i>CONNECTIONS</i>	HOURS 16 LHS					MEDIATION UNIT 1 ♦Facilitate group discussions by clarifying contributions, managing turn-taking, and reformulating ideas as needed. ♦Summarize the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.	Teacher's Notes
GRAMMAR RANGE UNIT 1 All question forms including subject questions Tense revision (Simple Present, Present Continuous, Simple Past, Past Continuous, Present Perfect Simple, Past Perfect Simple)				VOCABULARY RANGE UNIT 1 Feelings, personality adjectives, noun suffixes SEE LH UP-INT (B2) UNIT 1 WORDLIST			
FUNCTIONAL LANGUAGE UNIT 1 Developing and Introducing new topics				PRONUNCIATION UNIT 1 Intonation in Yes/No and Wh- Questions / Connected Speech			
ASSESSMENT							
REMINDERS:							
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf							

WEEK 18 16.02.2026 17.02.2026 18.02.2026 19.02.2026 20.02.2026		READING OBJECTIVES UNIT 1 SEE WEEK 17 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 1 SEE WEEK 17 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 stories or anecdotes.	WRITING OBJECTIVES UNIT 1 SEE WEEK 17 UNIT 2 ♦Compose articles designed to give advice on topics of interest or concern, using clear, persuasive language.	SPEAKING OBJECTIVES UNIT 1 SEE WEEK 17 UNIT 2 ♦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.	SDG GOALS	AI GOALS
UNITS WQ 2	HOURS 1 LH					MEDIATION UNIT 1 SEE WEEK 17 UNIT 2 ♦Summarize extracts from news items, interviews or documentaries containing opinions, arguments and discussions.	Teacher’s Notes
UNIT CONNECTIONS	6 LHS						
UNIT 2 LIFESTYLES	9 LHS						
GRAMMAR RANGE UNIT 1 SEE WEEK 17 UNIT 2 Present Perfect Simple and present perfect continuous Used to , would, get used to , be used to				VOCABULARY RANGE UNIT 1 SEE WEEK 17 UNIT 2 Health and fitness / Adverbs of stance Adverb + Adjective collocations SEE LH UP-INT (B2) UNIT 2 WORDLIST			
FUNCTIONAL LANGUAGE UNIT 1 SEE WEEK 17 UNIT 2 Backchanneling and Lexical Repetition				PRONUNCIATION UNIT 1 SEE WEEK 17 UNIT 2 Connected Speech / Catenation: used to			
ASSESSMENT 17.02.2026 WRITING QUIZ 2☞ INCLUDING B1+ UNIT 10							
REMINDERS:							
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf							

WEEK 19 23.02.2026 24.02.2026 25.02.2026 26.02.2026 27.02.2026		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 stories or anecdotes.	WRITING OBJECTIVES UNIT 2 ♦Compose articles designed to give advice on topics of interest or concern, using clear, persuasive language.	SPEAKING OBJECTIVES UNIT 2 ♦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.	SDG GOALS	AI GOALS 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 UNIT 2 LIFESTYLES PW-3	HOURS 13 LHS 3 LHS					MEDIATION UNIT 2 ♦Summarize extracts from news items, interviews or documentaries containing opinions, arguments and discussions.	Teacher’s Notes
GRAMMAR RANGE UNIT 2 Present Perfect Simple and present perfect continuous Used to , would, get used to , be used to						VOCABULARY RANGE UNIT 2 Health and fitness / Adverbs of stance Adverb + Adjective collocations SEE LH UP-INT (B2) UNIT 2 WORDLIST	
FUNCTIONAL LANGUAGE UNIT 2 Backchanneling and Lexical Repetition				PRONUNCIATION UNIT 2 Connected Speech / Catenation: used to			
ASSESSMENT Project Work 3 (Media Project) – Sharing in class							
REMINDERS:							
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf							

WEEK 20 02.03.2026 03.03.2026 04.03.2026 05.03.2026 06.03.2026		READING OBJECTIVES UNIT 3 ♦Identify the sequence of events in narratives to follow the storyline clearly. ♦Apply various reading strategies to enhance understanding, including identifying main points and using contextual clues to check comprehension.	LISTENING OBJECTIVES UNIT 3 ♦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 UNIT 3 ♦Give clear and detailed descriptions of real or imaginary events and experiences, marking relationships between ideas in coherent, connected text.	SPEAKING OBJECTIVES UNIT 3 ♦Construct a chain of reasoned arguments to support or oppose a point of view. ♦Present arguments for and against different options, clearly outlining advantages and disadvantages. ♦Take an active part in informal discussions in familiar contexts by commenting, clearly expressing viewpoints, evaluating alternatives, and making or responding to hypotheses. ♦Express ideas and opinions with precision and respond convincingly to complex arguments. ♦Outline an issue or problem clearly, speculate about causes or consequences, and weigh the advantages and disadvantages of different approaches. ♦Carry out an effective, fluent interview, moving beyond prepared questions and following up on interesting responses.	SDG GOALS	AI GOALS
UNITS UNIT 3 <i>SURVIVAL</i>	HOURS 16 LHS					MEDIATION UNIT 3 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
GRAMMAR RANGE UNIT 3 Narrative tenses including simple past, past continuous, past perfect and past perfect continuous /Alternatives to if in conditionals					VOCABULARY RANGE UNIT 3 Descriptive verbs /Phrasal verbs to describe problems Dependent prepositions: adjectives SEE LH UP-INT (B2) UNIT 3 WORDLIST		
FUNCTIONAL LANGUAGE UNIT 3					PRONUNCIATION UNIT 3 Intonation in conditional sentences		
ASSESSMENT							
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)							
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf							

WEEK 21 09.03.2026 10.03.2026 11.03.2026 12.03.2026 13.03.2026		READING OBJECTIVES 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 unknown words and phrases, including idioms, similes, and metaphors, by analyzing prefixes, suffixes, and context.	LISTENING 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 reasonably familiar topics.	WRITING OBJECTIVES UNIT 3 SEE WEEK 20 UNIT 4 ♦Write essays or reports presenting arguments for and against a particular viewpoint, explaining advantages and disadvantages of various options. ♦Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic).	SPEAKING OBJECTIVES 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 relevant explanations, arguments, and comments. ♦Outline an issue or problem clearly, speculate about causes or consequences, and weigh the advantages and disadvantages of different approaches. ♦Carry out an effective, fluent interview, moving beyond prepared questions and following up on interesting responses.	SDG GOALS	AI GOALS		
UNITS	HOURS							MEDIATION UNIT 3 SEE WEEK 20 UNIT 4 ♦Summarize the plot and sequence of events in a film or play.	Teacher's Notes
QUIZ 3	1								
UNIT 3 SURVIVAL	6								
UNIT 4 THE FUTURE	9								
GRAMMAR RANGE UNIT 3 SEE WEEK 20 UNIT 4 Future forms Future continuous, future perfect, future perfect continuous tenses					VOCABULARY RANGE UNIT 3 SEE WEEK 20 UNIT 4 Noun + preposition collocations/ Noun and verbs with the same spelling Intensifiers SEE LH UP-INT (B2) UNIT 4 WORDLIST				
FUNCTIONAL LANGUAGE					PRONUNCIATION UNIT 3 SEE WEEK 20 UNIT 4 Nouns and verbs with the same spelling/ Intonation with intensifiers				
ASSESSMENT 10.03.2026 QUIZ 3 INCLUDING B2 UNIT 2									
REMINDERS: PARTS TO BE OMITTED: 4.3 CAFÉ HUB					WRITING EXTRA: WP FOR & AGAINST ESSAY (TO BE STUDIED AFTER WRITING HUB 4)				
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 23.03.2026 24.03.2026 25.03.2026 26.03.2026 27.03.2026		READING OBJECTIVES 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 unknown words and phrases, including idioms, similes, and metaphors, by analyzing prefixes, suffixes, and context.	LISTENING OBJECTIVES 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 reasonably familiar topics.	WRITING OBJECTIVES UNIT 4 ♦Write essays or reports presenting arguments for and against a particular viewpoint, explaining advantages and disadvantages of various options. ♦Revise texts with attention to both form (grammar, punctuation) and meaning (clarity, logic, and relevance to topic).	SPEAKING OBJECTIVES 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 relevant explanations, arguments, and comments. ♦Outline an issue or problem clearly, speculate about causes or consequences, and weigh the advantages and disadvantages of different approaches. ♦Carry out an effective, fluent interview, moving beyond prepared questions and following up on interesting responses.	SDG GOALS	AI GOALS
UNITS	HOURS					MEDIATION UNIT 4 ♦Summarize the plot and sequence of events in a film or play.	Teacher's Notes
UNIT 4 THE FUTURE	13 LHS						
UNIT 5 CHANGE	2 LHS						
PW-4	1 LH						
GRAMMAR RANGE UNIT 4 Future forms Future continuous, future perfect, future perfect continuous tenses					VOCABULARY RANGE UNIT 4 Noun + preposition collocations / Noun and verbs with the same spelling / Intensifiers SEE LH UP-INT (B2) UNIT 4 WORDLIST		
FUNCTIONAL LANGUAGE					PRONUNCIATION UNIT 4 Nouns and verbs with the same spelling / Intonation with intensifiers		
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.							
PARTS TO BE OMITTED: 4.3 CAFÉ HUB / WRITING EXTRA: WP FOR & AGAINST ESSAY (TO BE STUDIED AFTER WRITING HUB 4)							
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf							

WEEK 23 30.03.2026 31.03.2026 01.04.2026 02.04.2026 03.04.2026		READING OBJECTIVES UNIT 5 ♦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.	LISTENING OBJECTIVES UNIT 5 ♦Understand detailed instructions well enough to follow them successfully.	WRITING OBJECTIVES UNIT 5 ♦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).	SPEAKING OBJECTIVES UNIT 5 ♦Provide a clear, detailed explanation of how to carry out a procedure or task.	SDG GOALS UNIT 5 ♦Write an article about how individuals can help fight climate change.	AI GOALS
UNITS WQ 3 UNIT 5 CHANGE (PW-4)	HOURS 1 LH 15 LHS					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
GRAMMAR RANGE UNIT 5 The passive Causative : have and get						VOCABULARY RANGE UNIT 5 Green vocabulary / Describing areas of a city Prefixes SEE LH UP-INT (B2) UNIT 5 WORDLIST	
FUNCTIONAL LANGUAGE				PRONUNCIATION UNIT 5 Words that lose one syllable			
ASSESSMENT 31.03.2026 WRITING QUIZ 3☞ INCLUDING B2 UNIT 4							
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)							
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf							

WEEK 24 06.04.2026 07.04.2026 08.04.2026 09.04.2026 10.04.2026		READING OBJECTIVES UNIT 5 SEE WEEK 23 UNIT 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 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 UNIT 5 SEE WEEK 23 UNIT 6 ♦Understand detailed instructions well enough to follow them successfully.	WRITING OBJECTIVES UNIT 5 SEE WEEK 23 UNIT 6 ♦Describe a variety of subjects related to their field of interest using appropriate genre conventions. ♦Write essays or reports presenting arguments for and against a particular viewpoint, explaining advantages and disadvantages of various options.	SPEAKING OBJECTIVES UNIT 5 SEE WEEK 23 UNIT 6 ♦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 UNIT 5 SEE WEEK 23 UNIT 6 ♦Participate in a discussion about barriers to education and possible solutions.	AI GOALS
UNITS UNIT 5 CHANGE UNIT 6 COMING OF AGE	HOURS 5 LHS 11 LHS					MEDIATION UNIT 5 SEE WEEK 23 UNIT 6 ♦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 5 SEE WEEK 23 UNIT 6 Obligation, prohibition and permission / Articles						VOCABULARY RANGE UNIT 5 SEE WEEK 23 / UNIT 6 Education Compound adjectives Phrases with make and do SEE LH UP-INT (B2) UNIT 6 WORDLIST	
FUNCTIONAL LANGUAGE				PRONUNCIATION UNIT 5 SEE WEEK 23 UNIT 6 Intonation to show 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 SUPPLEMENTARY MATERIALS FOR BARCHART READING AND REPORTS (TO BE STUDIED BEFORE WRITING HUB 6)							
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf							

WEEK 25 13.04.2026 14.04.2026 15.04.2026 16.04.2026 17.04.2026		READING OBJECTIVES UNIT 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 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 UNIT 6 ♦Understand detailed instructions well enough to follow them successfully.	WRITING OBJECTIVES UNIT 6 ♦Describe a variety of subjects related to their field of interest using appropriate genre conventions. ♦Write essays or reports presenting arguments for and against a particular viewpoint, explaining advantages and disadvantages of various options	SPEAKING OBJECTIVES UNIT 6 ♦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 UNIT 6 ♦Participate in a discussion about barriers to education and possible solutions.	AI GOALS	
UNITS SPE 2 UNIT 6 COMING OF AGE	HOURS 4 LHS 12 LHS					MEDIATION UNIT 6 ♦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 Phrases with make and do SEE LH UP-INT (B2) UNIT 6 WORDLIST		
FUNCTIONAL LANGUAGE				PRONUNCIATION UNIT 6 Intonation to show interest				
ASSESSMENT 16.04.2026 / 17.04.2026 SPEAKING EXAM 2								
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 SUPPLEMENTARY MATERIALS FOR BARCHART READING AND REPORTS (TO BE STUDIED BEFORE WRITING HUB 6)								
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf								

WEEK 26 20.04.2026 21.04.2026 22.04.2026 23.04.2026 24.04.2026		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.	LISTENING OBJECTIVES UNIT 7 ♦Understand detailed instructions well enough to follow them successfully.	WRITING OBJECTIVES UNIT 7 ♦compose formal correspondence such as letters of enquiry, request, application and complaint using appropriate register, structure and conventions.	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)	SDG GOALS	AI GOALS
UNITS OFFICIAL HOLIDAY UNIT 7 COMMUNITY	HOURS 4 LHS 12 LHS					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
GRAMMAR RANGE UNIT 7 First conditionals with different future forms Unreal conditions Wish and if only						VOCABULARY RANGE UNIT 7 Verbs to describe change Three-part phrasal verbs Compound nouns	
FUNCTIONAL LANGUAGE				PRONUNCIATION UNIT 7 Connected speech in conditionals / two- stress phrasal verbs			
ASSESSMENT							
REMINDERS: 23.04.2026 OFFICIAL HOLIDAY PARTS TO BE OMITTED: 7.1 SPEAKING							
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf							

WEEK 27 27.04.2026 28.04.2026 29.04.2026 30.04.2026 01.05.2026		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.	LISTENING OBJECTIVES UNIT 7 ♦Understand detailed instructions well enough to follow them successfully.	WRITING OBJECTIVES UNIT 7 ♦compose formal correspondence such as letters of enquiry, request, application and complaint using appropriate register, structure and conventions.	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	SDG GOALS	AI GOALS
UNITS UNIT 7 <i>COMMUNITY</i> UNIT 8 <i>MYSTERY</i> ACH 3 OFFICIAL HOLIDAY	HOURS 10 LHS 2 LHS 4 LHS 0	UNIT 8 SEE WEEK 28	UNIT 8 SEE WEEK 28	UNIT 8 SEE WEEK 28		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. UNIT 8 SEE WEEK 28	Teacher's Notes
GRAMMAR RANGE UNIT 7 First conditionals with different future forms Unreal conditions Wish and if only UNIT 8 SEE WEEK 28				VOCABULARY RANGE UNIT 7 Verbs to describe change Three-part phrasal verbs Compound nouns SEE LH UP-INT (B2) UNIT 7 WORDLIST UNIT 8 SEE WEEK 28			
FUNCTIONAL LANGUAGE				PRONUNCIATION UNIT 7 Connected speech in conditionals / two- stress phrasal verbs UNIT 8 SEE WEEK 28			
ASSESSMENT 30.04.2026 ACHIEVEMENT 3 INCLUDING B2 UNIT 6							
REMINDERS: 01.05.2026 OFFICIAL HOLIDAY PARTS TO BE OMITTED: 7.1 SPEAKING							
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf							

WEEK 28 04.05.2026 05.05.2026 06.05.2026 07.05.2026 08.05.2026		READING OBJECTIVES 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 texts, such as contrasting arguments, problem–solution presentations, and cause–and–effect relationships. ♦Identify referents of pronouns within texts.	LISTENING OBJECTIVES UNIT 8 ♦Follow complex lines of argument in clearly articulated lectures, especially on reasonably familiar topics. ♦Follow the chronological sequence in extended informal discourse, such as stories or anecdotes.	WRITING OBJECTIVES UNIT 8 ♦Produce essays or reports that develop an argument systematically, highlighting significant points and supporting them with relevant details. ♦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).	SPEAKING OBJECTIVES UNIT 8 ♦Describe in detail the personal significance of events and experiences.	SDG GOALS	AI GOALS
UNITS UNIT 8 MYSTERY PW-4	HOURS 13 LHS 3 LHS					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
GRAMMAR RANGE UNIT 8 Past modals of deduction /Orders of adjectives					VOCABULARY RANGE UNIT 8 Word families /Easily confused verbs/Crime SEE LH UP-INT (B2) UNIT 8 WORDLIST		
FUNCTIONAL LANGUAGE					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) ▲ ORDER OF ADJECTIVES (TO BE STUDIED AT RECOGNITION LEVEL) / WRITING EXTRA: WP CAUSE AND EFFECT ESSAYS (TO BE STUDIED AFTER WRITING HUB 8)							
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf							

WEEK 29 11.05.2026 12.05.2026 13.05.2026 14.05.2026 15.05.2026		READING OBJECTIVES UNIT 8 SEE WEEK 28 UNIT 9 ♦Scan long and complex texts to locate relevant details efficiently. ♦Identify topic sentences to quickly grasp the content without detailed reading.	LISTENING OBJECTIVES UNIT 8 SEE WEEK 28 UNIT 9 ♦Recognize viewpoints and attitudes, as well as factual information, in recordings related to social, professional, or academic life. ♦Understand detailed instructions well enough to follow them successfully.	WRITING OBJECTIVES UNIT 8 SEE WEEK 28 UNIT 9	SPEAKING OBJECTIVES UNIT 8 SEE WEEK 28 UNIT 9 ♦Provide a clear, detailed explanation of how to carry out a procedure or task.	SDG GOALS	AI GOALS		
UNITS WQ 4 UNIT 8 <i>MYSTERY</i> UNIT 9 <i>BUSINESS</i>	HOURS 1 LH 7 LHS 8 LHS					MEDIATION UNIT 8 SEE WEEK 28 UNIT 9 ♦Summarize the plot and sequence of events in a film or play.	Teacher’s Notes		
GRAMMAR RANGE UNIT 8 SEE WEEK 28 UNIT 9 Relative clauses Determiners and quantifiers						VOCABULARY RANGE UNIT 8 SEE WEEK 28 Dependent prepositions Science Advertising SEE LH UP-INT (B2) UNIT 9 WORDLIST			
FUNCTIONAL LANGUAGE						PRONUNCIATION UNIT 9 Connected Speech: Connectors and Quantifiers			
ASSESSMENT 12.05.2026 WRITING QUIZ 4 ➡ INCLUDING 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									
SUGGESTIONS For suggestions on strategies, methodologies, and communicative activities for teaching grammar, vocabulary, and skills, please click on the link: B2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf									

WEEK 30 18.05.2026 19.05.2026 20.05.2026 21.05.2026 22.05.2026		READING OBJECTIVES UNIT 9 ♦Scan long and complex texts to locate relevant details efficiently. ♦Identify topic sentences to quickly grasp the content without detailed reading.	LISTENING OBJECTIVES UNIT 9 ♦Recognize viewpoints and attitudes, as well as factual information, in recordings related to social, professional, or academic life. ♦Understand detailed instructions well enough to follow them successfully.	WRITING OBJECTIVES UNIT 9	SPEAKING OBJECTIVES UNIT 9 ♦Provide a clear, detailed explanation of how to carry out a procedure or task.	SDG GOALS	AI GOALS
UNITS	HOURS					MEDIATION UNIT 9 ♦Summarize the plot and sequence of events in a film or play.	Teacher’s Notes
ONLINE EXAM	4 LHS						
OFFICIAL HOLIDAY	4 LHS						
UNIT 9 BUSINESS	8 LHS						
GRAMMAR RANGE UNIT 9 Relative clauses Determiners and quantifiers					VOCABULARY RANGE UNIT 9 Dependent prepositions Science Advertising SEE LH UP-INT (B2) UNIT 9 WORDLIST		
FUNCTIONAL LANGUAGE					PRONUNCIATION UNIT 9 Connected Speech: Connectors and Quantifiers		
ASSESSMENT 21.05.2026 ONLINE EXAM							
REMINDERS: 19.05.2026 OFFICIAL HOLIDAY 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							
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 2 (25.05.2026- 29.05.2026)

WEEK 31 01.06.2026 02.06.2026 03.06.2026 04.06.2026 05.06.2026		READING OBJECTIVES UNIT 9 SEE WEEK 30 UNIT 10 ♦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 UNIT 9 SEE WEEK 30 UNIT 10 ♦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 UNIT 9 SEE WEEK 30 UNIT 10 ♦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 UNIT 9 SEE WEEK 30 UNIT 10 ♦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 UNIT 10 ♦Write an opinion essay on gender stereotypes in advertising.		AI GOALS			
UNITS	HOURS	MEDIATION UNIT 9 SEE WEEK 30 UNIT 10 ♦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.												Teacher's Notes	
QUIZ 4	1 LH														
UNIT 9	7 LHS														
UNIT 10 MEDIA	8 LHS														
GRAMMAR RANGE UNIT 9 SEE WEEK 30 UNIT 10 Reported speech /Reporting verbs								VOCABULARY RANGE UNIT 9 SEE WEEK 30 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							
ASSESSMENT 02.06.2026 QUIZ 4 ➡ INCLUDING B2 UNIT 8															
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: B2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf															

WEEK 32 08.06.2026 09.06.2026 10.06.2026 11.06.2026 12.06.2026		READING OBJECTIVES UNIT 10 ♦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 UNIT 10 ♦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 UNIT 10 ♦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 UNIT 10 ♦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.	SDG GOALS UNIT 10 ♦Write an opinion essay on gender stereotypes in advertising.	AI GOALS
UNITS UNIT 10 MEDIA	HOURS 16 LHS					MEDIATION UNIT 10 ♦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.	Teacher's Notes
GRAMMAR RANGE UNIT 10 Reported speech /Reporting verbs				VOCABULARY RANGE UNIT 10 Traditional media / Social media / Adjective noun collocations SEE LH UP-INT (B2) UNIT 10 WORDLIST			
FUNCTIONAL LANGUAGE				PRONUNCIATION UNIT 10 Using intonation to attract and keep interest			
ASSESSMENT							
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: B2 Language Teaching Toolkit Strategies, Methods, and Communicative Practices.pdf							
PROFICIENCY EXAM: 16-17-18 JUNE 2026							