

Niğde Ömer Halisdemir University 2024-2025 Academic Year B1 Level Syllabus

Coursebook: English File 4th Ed., Oxford University Press

Writing Skill Book: Writer-2, Blackswan Publishing House

| WEEK-1 | September, 30- October, 04 | MAINCOURSE | PORTFOLIO | PRE-INT A2-B1 |
|--------|-------------------------------|---------------------|-----------|------------------|
| | | 22 hrs. | | |
| | | Pre-Int. 1A, 1B, 1C | | |

| Pre-Int Unit-1 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|--|-------------------------|---|------------------|--|---|-----------------------------|
| A. Are you? Can you? Do you? Did you? | word order in questions | common verb phrases | the alphabet | exchanging information | understanding personal information | |
| B. The perfect date? | present simple | describing people: appearance and personality | final -s and -es | describing a person | identifying the person being described | understanding a description |
| C. The Remake Project | present continuous | clothes, prepositions of place | /ə/ and /ɜ:/ | describing a picture, talking about preferences | checking hypotheses | |

| WEEK-2 | October, 07-11 | MAINCOURSE | PORTFOLIO | PRE-INT A2-B1 |
|--------|----------------|--|-----------|------------------|
| | | 22 hrs. | | |
| | | Pre-Int. Practical English-1, 2A, 2B, 2C, 1&2 Revise and Check | | |

| Pre-Int Unit-1 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|-----------------------------|-------------------|------------|---------------|----------|-----------|---------|
| Practical English Episode 1 | calling reception | | | | | |

| Pre-Int Unit-2 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|------------------------------|--|---|------------------------------|---------------------------------|---|---|
| A. OMG! Where's my passport? | past simple: regular & irregular verbs | holidays | regular verbs: -ed endings | talking about your last holiday | understanding the key events in a story | understanding the key events in a story |
| B. That's me in the picture! | past continuous | prepositions of time and place: <i>at, in, on</i> | weak forms: <i>was, were</i> | talking about preferences | listening for gist and detailed info. | checking hypotheses (using visual evidence) |
| C. One dark October evening | time sequencers and connectors | verb phrases | word stress | retelling a story | listening for specific information | |
| Revise and Check 1&2 | | | | | | |

| WEEK-3 | October, 14-18 | MAINCOURSE | PORTFOLIO | PRE-INT A2-B1 |
|--------|----------------|--|---|------------------|
| | | 22 hrs. | Writer-2 Unit-1 Introduction to Writing <u>Portfolio Assignment-1</u> MC 3B (An Informal Email) | |
| | | Pre-Int. 3A, 3B, 3C, Practical English-2, 4A, 4B, 4C | | |

| Pre-Int Unit-3 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|-----------------------------|--|--------------------------------------|---------------------|-----------------------------|---|--|
| A. TripAside | be going to (plans and predictions) | airports | the letter <i>g</i> | planning a tour | listening for specific information | understanding text cohesion – connectors |
| B. Put it in your calendar! | present continuous (future arrangements) | verbs + prepositions, e.g. arrive in | linking | making arrangements | understanding times, dates and appointments | understanding a questionnaire |
| C. Word games | defining relative clauses | paraphrasing | silent <i>e</i> | describing and paraphrasing | guessing words from definitions | understanding rules of a game |
| Practical English Episode 2 | at the restaurant V restaurants | | | | | |

| Pre-Int Unit-4 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|-------------------|--------------------------------------|--------------------------------|---------------------|------------------------------------|--|-------------------------------|
| A. Who does what? | present perfect + yet, just, already | housework, make or do? | the letters y and j | talking about housework | checking hypotheses using background knowledge | understanding opinions |
| B. In your basket | present perfect or past simple? (1) | shopping | c and ch | talking about shopping experiences | understanding a theory | |
| C. #greatweekend | something, anything, nothing, etc. | adjectives ending -ed and -ing | /e/, /əʊ/, and /ʌ/ | describing your weekend | understanding historical information | checking and correcting info. |

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| Writer-2 Unit-1. Introduction to Writing | This unit focuses on developing basic writing skills, such as forming simple sentences, understanding basic grammar rules, and introducing the topic or purpose of a piece of writing. |
| <p><i>Upon completion of this unit, students will be able to:</i></p> <ul style="list-style-type: none"> Identify and understand the basic elements of effective writing. Develop a clear understanding of the writing process, including prewriting, drafting, revising, and editing. Demonstrate improved writing mechanics, such as grammar, punctuation, and sentence structure. | |

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| WEEK-4 | October, 21-25 | MAINCOURSE | PORTFOLIO | PRE-INT A2-B1 |
| | | 22 hrs. | Writer-2 Unit-2 Describing a Person (pp. 18-26) | |
| | | Pre-Int. 3&4 Revise and Check, 5A, 5B, 5C, Practical English-3, 6A, 6B | | |

| Pre-Int Unit-4 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|----------------------|---------|------------|---------------|----------|-----------|---------|
| Revise and Check 3&4 | | | | | | |

| Pre-Int Unit-5 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|-----------------------------|--|---------------------------|-----------------|-------------------------------------|------------------------|---------------------------------------|
| A. I want it NOW! | comparatives adjectives and adverbs, <i>as...as</i> | types of numbers | /ə/ | comparing habits: present and past | identifying key points | scanning for data (facts and numbers) |
| B. Twelve lost wallets | superlatives (+ ever + pre. perfect) | describing a town or city | sentence stress | talking about memorable experiences | understanding ranking | |
| C. How much is enough? | quantifiers, <i>too</i> , (<i>not</i>) <i>enough</i> | health and the body | /ʌ/ | talking about your lifestyle | understanding advice | identifying pros and cons |
| Practical English Episode 3 | taking something back to a shop V shopping | | | | | |

| Pre-Int Unit-6 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|--------------------------------|-----------------------------------|----------------|---------------------------------|-----------------------------|---|--------------------------------------|
| A. Think positive–or negative? | will / won't (predictions) | opposite verbs | 'll, won't | making predictions | using existing knowledge to predict content | summarizing the main point of a text |
| B. I'll always love you | will / won't / shall (other uses) | verb + back | word stress: two-syllable verbs | giving examples and reasons | understanding specific details | understanding the order of events |

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| Writer-2 Unit-2. Describing a Person | This unit involves using descriptive language and vocabulary to portray a person, including their physical appearance, personality traits, and characteristics. |
| <p><i>Upon completion of this unit, students will be able to:</i></p> <ul style="list-style-type: none"> Develop skills in using descriptive language to portray a person's appearance, personality, and traits. Utilize sensory details and vivid imagery to bring a person to life on the page. Create a well-rounded and engaging description that captures the essence of the individual. | |

| WEEK-5 | Oct., 28- Nov., 01 | MAINCOURSE | PORTFOLIO | PRE-INT A2-B1 |
|--------|--------------------|--|--|------------------|
| | | 22 hrs. | Writer-2 Unit-2 Describing a Person (pp. 27-31) | |
| | | Pre-Int. 6C, 5&6 Revise and Check, 7A, 7B, 7C, Practical English-4 | Portfolio Assignment-2 W Description of Your Robot | |

| Pre-Int Unit-6 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|----------------------------|---|------------|----------------|---|---|---------|
| C. The meaning of dreaming | review of verb forms: present, past, and future modifier the letters ea | modifiers | the letters ea | talking about the past, present, and future | checking hypotheses, understanding specific information | |
| Revise and Check 5&6 | | | | | | |

| Pre-Int Unit-7 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|-----------------------------|---------------------------------------|---|----------------------------------|---------------------------------|-------------------------------------|--|
| A. First day nerves | uses of the infinitive with <i>to</i> | verbs + infinitive: <i>try to, forget to</i> , etc. | weak form of <i>to</i> , linking | retelling an article | understanding a problem | text coherence / understanding content words |
| B. Happiness is ... | uses of the gerund (verb + -ing) | verbs + gerund | _ing, the letter <i>o</i> | describing feelings | understanding how something works | |
| C. Could you pass the test? | have to, don't have to, must, mustn't | adjectives + prepositions: <i>afraid of</i> , etc. | stress on prepositions | talking about language learning | understanding the events in a story | using topic sentences |
| Practical English Episode 4 | going to a pharmacy V feeling ill | | | | | |

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| Writer-2 Unit-2. Describing a Person | This unit involves using descriptive language and vocabulary to portray a person, including their physical appearance, personality traits, and characteristics. |
| <p><i>Upon completion of this unit, students will be able to:</i></p> <ul style="list-style-type: none"> Develop skills in using descriptive language to portray a person's appearance, personality, and traits. Utilize sensory details and vivid imagery to bring a person to life on the page. Create a well-rounded and engaging description that captures the essence of the individual. | |

| WEEK-6 | November, 04-08 | MAINCOURSE | PORTFOLIO | PRE-INT A2-B1 |
|--------|-----------------|---|---|------------------|
| | | 22 hrs. | | |
| | | Pre-Int. 8A, 8B, 8C, 7&8 Revise and Check, 9A, 9B | <u>Portfolio Assignment-3</u> MC 7C (A Formal Email) | |

| Pre-Int Unit-8 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|----------------------------------|---|-------------------|---------------|--------------------------------------|--|-----------------------------------|
| A. Should I stay or should I go? | <i>should</i> | get | /ɑ/ and /u:/ | discussing habits and preferences | understanding opinions | understanding opinions |
| B. Murphy's Law | if + present, + will + infinitive (first conditional) | confusing verbs | homophones | using the right word in conversation | understanding an anecdote | scanning for specific information |
| C. Who is Vivienne? | possessive pronouns | adverbs of manner | reading aloud | reacting to a story | using information to interpret a story | understanding a short story |
| Revise and Check 7&8 | | | | | | |

| Pre-Int Unit-9 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|----------------------|--|---|-----------------|-----------------------------------|---------------------|------------------------------|
| A. Beware of the dog | if + past, would + infinitive (second conditional) | animals and insects | word stress | <i>Would you know what to do?</i> | understanding facts | understanding specific info. |
| B. Fearof.net | present perfect + for and since | words related to <i>fear</i> , phrases with <i>for</i> and <i>since</i> | sentence stress | <i>How long...?</i> | taking notes | recognizing topic links |

| WEEK-7 | November, 11-15 | MAINCOURSE | PORTFOLIO | PRE-INT A2-B1 |
|--------|-----------------|---|------------------------------------|------------------|
| | | 22 hrs. | Writer-2 Unit-3 Describing a Place | |
| | | Pre-Int. 9C, Practical English-5, 10A, 10B, 10C, 9&10 Revise and Check, 11A | | |

| Pre-Int Unit-9 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|-----------------------------|--------------------------------------|-------------|-------------------|---------------------------|--|--|
| C. Scream queens | present perfect or past simple? (2) | biographies | word stress, /ɔ:/ | talking about life events | understanding biographical information | using textual clues to match information with a person |
| Practical English Episode 5 | asking how to get there V directions | | | | | |

| Pre-Int Unit-10 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|-----------------------------|-----------------------------|---------------------------------|--------------------|--------------------------|--------------------------------------|------------------------------------|
| A. Into the net | expressing movement | sports, expressing movement | word stress | responding to opinions | | understanding opinions |
| B. Early birds | word order of phrasal verbs | phrasal verbs | linking | retelling a person's day | understanding reasons | extracting main points from a text |
| C. International inventions | the passive | people from different countries | /ʃ/, /tʃ/ and /dʒ/ | passives quiz | understanding historical information | |
| Revise and Check 9&10 | | | | | | |

| Pre-Int Unit-11 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|--------------------|---------|-----------------|---------------------------------|---------------------------|------------------------|-----------------------------------|
| A. Ask the teacher | used to | school subjects | <i>used to / didn't used to</i> | talking about school days | understanding attitude | finding key information in a text |

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| Writer-2 Unit-3. Describing a Place | This unit focuses on effectively describing the physical features, atmosphere, and sensory details of a place to create a vivid picture for the reader. |
| <i>Upon completion of this unit, students will be able to:</i> <ul style="list-style-type: none"> Effectively describe the physical characteristics, atmosphere, and ambiance of a specific place. Use sensory details, figurative language, and precise vocabulary to create a vivid and immersive description. Develop the ability to transport readers to the described location through written descriptions. | |

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| WEEK-8 | November, 18-22 | 1st MIDTERM EXAM | |
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| WEEK-9 | November, 25-29 | MAINCOURSE | PORTFOLIO | PRE-INT A2-B1 INTERMEDIATE (B1-B2) |
| | | 22 hrs. | Writer-2 Unit-4 Narrative Paragraph (pp. 43-48) | |
| | | Pre-Int. 11B, 11C, Practical English-6, 12A, 12B, 12C, 11&12 Revise and Check | | |

| Pre-Int Unit-11 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|-----------------------------|----------------------------------|-------------------------------|---------------|--------------------------------------|--|--|
| B. Help! I can't decide! | might | word building: noun formation | diphthongs | choices and decisions | identifying the main points in a talk | |
| C. Twinstrangers.net | <i>so, neither</i> + auxiliaries | similarities and differences | /ð/ and /θ/ | finding similarities and differences | understanding similarities and differences | understanding similarities and differences |
| Practical English Episode 6 | on the phone | | | | | |

| Pre-Int Unit-12 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|---------------------------|-------------------------------|-----------------------------|---------------------|------------------------|------------------------------|-----------------------------------|
| A. Unbelievable! | past perfect | time expressions | the letter <i>i</i> | retelling a news story | | understanding the order of events |
| B. Think before you speak | reported speech | <i>say</i> or <i>tell</i> ? | double consonants | gossip | understanding a conversation | recognizing text type |
| C. The English File quiz | questions without auxiliaries | revision of question words | question words | general knowledge quiz | understanding quiz questions | |
| Revise and Check 11&12 | | | | | | |

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| Writer-2 Unit-4. Narrative Paragraph | This unit involves developing storytelling skills and creating engaging narratives, including elements such as plot, characters, setting, and dialogue. |
| <i>Upon completion of this unit, students will be able to:</i> <ul style="list-style-type: none"> Understand the structure and elements of a narrative, including plot, character development, and conflict. Craft engaging narratives with a clear beginning, middle, and end. Use descriptive language, dialogue, and pacing to create a compelling narrative paragraph. | |

| WEEK-10 | December, 02-06 | MAINCOURSE | PORTFOLIO | INTERMEDIATE (B1-B2) |
|---------|-----------------|----------------------------------|--|-------------------------|
| | | 22 hrs. | Writer-1 Unit-4 Narrative Paragraph (pp. 49-52) Portfolio Assignment-4 W A Narrative Paragraph | |
| | | Int. 1A, 1B, Practical English-1 | | |

| Int Unit-1 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|-----------------------------|--|-----------------------------------|------------------------------|---|---|--|
| A. Eating in...and out | present simple and continuous, action and non-action verbs | food and cooking | short and long vowel sounds | talking about preferences, agreeing and disagreeing | understanding key words in questions, predicting content using visual clues | using your own experience to understand a text |
| B. Modern families | future forms: present continuous, be going to, will / won't | family, adjectives of personality | sentence stress, word stress | talking about the future, retelling a story | understanding a story | identifying reasons |
| Practical English Episode 1 | introducing yourself and other people, reacting to what people say | | | | | |

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| Writer-2 Unit-4. Narrative Paragraph | This unit involves developing storytelling skills and creating engaging narratives, including elements such as plot, characters, setting, and dialogue. |
| <i>Upon completion of this unit, students will be able to:</i> <ul style="list-style-type: none"> Understand the structure and elements of a narrative, including plot, character development, and conflict. Craft engaging narratives with a clear beginning, middle, and end. Use descriptive language, dialogue, and pacing to create a compelling narrative paragraph. | |

| WEEK-11 | December, 09-13 | MAINCOURSE | PORTFOLIO | INTERMEDIATE (B1-B2) |
|---------|-----------------|-----------------------------------|---|-------------------------|
| | | 22 hrs. | Writer-2 Unit-5 Academic Paragraph (pp. 53-62) | |
| | | Int. 2A, 2B, 1&2 Revise and Check | | |

| Int Unit-2 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|----------------------|---|---|------------------------|--|--|--------------------------------------|
| A. Spending money | present perfect and past simple | money | <i>o</i> and <i>or</i> | talking about money and experiences | listening for facts | understanding paragraphing |
| B. Changing lives | present perfect + <i>for</i> / <i>since</i> , present perfect continuous | strong adjectives: exhausted, amazed, etc. | sentence stress | <i>How long...?</i> , talking about extremes | checking hypotheses, listening for specific information | understanding the order of events |
| Revise and Check 1&2 | | | | | | |

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| Writer-2 Unit-5. Academic Paragraph | This unit emphasizes understanding the conventions of academic writing, including proper citation, logical organization, and the use of evidence to support arguments. |
| <p><i>Upon completion of this unit, students will be able to:</i></p> <ul style="list-style-type: none"> • Develop a clear understanding of the conventions of academic writing, including clear topic sentences, supporting evidence, and logical organization. • Develop a clear understanding of the writing process, including prewriting, drafting, revising, and editing. • Demonstrate improved writing mechanics, such as grammar, punctuation, and sentence structure. • Develop the ability to write coherent and well-structured academic paragraphs. | |

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| WEEK-12 | December, 16-20 | MAINCOURSE | PORTFOLIO | INTERMEDIATE (B1-B2) |
| | | 22 hrs. | Writer-1 Unit-5 Academic Paragraph (pp. 63-66) | |
| | | Int. 3A, 3B, Practical English-2 | | |

| Int Unit-3 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|--------------------------------|--|---|--|--|---------------------------------|---|
| A. Survive the drive | choosing between comparatives and superlatives | transport | /ʃ/, /dʒ/, and /tʃ/, linking | tourist role-play, giving opinions | confirming predictions | confirming predictions |
| B. Men, women, and children | articles: <i>a</i> / <i>an</i> , <i>the</i> , no article | collocation: verbs / adjectives + prepositions | /ə/, two pronunciations of <i>the</i> | generalizing, talking about childhood | understanding points of view | understanding the main point in a paragraph |
| Practical English Episode 2 | giving opinions, agreeing / disagreeing / responses | | | | | |

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| Writer-2 Unit-5. Academic Paragraph | This unit emphasizes understanding the conventions of academic writing, including proper citation, logical organization, and the use of evidence to support arguments. |
| <p><i>Upon completion of this unit, students will be able to:</i></p> <ul style="list-style-type: none"> • Develop a clear understanding of the conventions of academic writing, including clear topic sentences, supporting evidence, and logical organization. • Develop a clear understanding of the writing process, including prewriting, drafting, revising, and editing. • Demonstrate improved writing mechanics, such as grammar, punctuation, and sentence structure. • Develop the ability to write coherent and well-structured academic paragraphs. | |

| WEEK-13 | December, 23-27 | MAINCOURSE | PORTFOLIO | INTERMEDIATE (B1-B2) |
|---------|-----------------|-----------------------------------|--|-------------------------|
| | | 22 hrs. | Writer-1 Unit-5 Academic Paragraph (pp. 67-71) | |
| | | Int. 4A, 4B, 3&4 Revise and Check | Portfolio Assignment-5 W An Academic Paragraph | |

| Int Unit-4 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|----------------------|---|--------------------|-------------------|---|---|---------------------------------|
| A. Bad manners? | obligation and prohibition: <i>have to, must, should</i> | phone language | silent consonants | talking about annoying habits and manners | understanding problems and advice | assessing a point of view |
| B. Yes, I can! | ability and possibility: <i>can, could, be able to</i> | ed/-ing adjectives | sentence stress | talking about ability, assessing advice | making inferences, listening for specific information | understanding tips and examples |
| Revise and Check 3&4 | | | | | | |

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| Writer-2 Unit-5. Academic Paragraph | This unit emphasizes understanding the conventions of academic writing, including proper citation, logical organization, and the use of evidence to support arguments. |
| <p><i>Upon completion of this unit, students will be able to:</i></p> <ul style="list-style-type: none"> • Develop a clear understanding of the conventions of academic writing, including clear topic sentences, supporting evidence, and logical organization. • Develop a clear understanding of the writing process, including prewriting, drafting, revising, and editing. • Demonstrate improved writing mechanics, such as grammar, punctuation, and sentence structure. • Develop the ability to write coherent and well-structured academic paragraphs. | |

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| EEK-14 | December, 30- January, 03 | MAINCOURSE | PORTFOLIO | INTERMEDIATE (B1-B2) |
| | | 22 hrs. | | |
| | | Int. 5A, 5B, Practical English-3 | | |

| Int Unit-5 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|-----------------------------|--|---|--------------------------------------|--|---|--|
| A. Sporting superstitions | past tenses: simple, continuous, perfect | sport | /ɔ:/ and /ɜ:/ | talking about sport, telling an anecdote | understanding an interview | understanding how examples support main points |
| B. #thewaywemet | past and present habits and states | relationships | the letter <i>s</i> , <i>used to</i> | talking about present and past habits, presenting an opinion | predicting the end of a story, understanding facts & supporting information | predicting the end of a story |
| Practical English Episode 3 | | asking for permission, making requests, greeting someone you haven't seen for a long time | | | | |

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|---------|----------------|-----------------------------------|-----------|-------------------------|
| WEEK-15 | January, 06-10 | MAINCOURSE | PORTFOLIO | INTERMEDIATE (B1-B2) |
| | | 22 hrs. | | |
| | | Int. 6A, 6B, 5&6 Revise and Check | | |

| Int Unit-6 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|--------------------------------|--|------------|--------------------------------------|---|--|---|
| A. A Behind the scenes | passive (all tenses) | cinema | regular & irregular past participles | talking about films | listening for content words | understanding the main point in a paragraph |
| B. Every picture tells a story | modals of deduction: <i>might</i> , <i>can't</i> , <i>must</i> | the body | diphthongs | talking about profile pictures, making deductions | checking assumption, understanding the order of events | understanding humour, checking assumptions |
| Revise and Check 5&6 | | | | | | |

| WEEK-16 | January, 13-17 | 2 nd MIDTERM EXAM | | | |
|---------|----------------|------------------------------|--|--|--|
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2nd TERM

| WEEK-1 | February, 17-21 | MAINCOURSE | PORTFOLIO | INTERMEDIATE (B1-B2) |
|--------|-----------------|--------------------------------------|-----------|-------------------------|
| | | 22 hrs. | | |
| | | Int. 7A, 7B, Practical English 4, 8A | | |

| Int Unit-7 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|-----------------------------|--|------------|--------------------------------------|---|--|------------------------------|
| A. Live and learn | first conditional and future time clauses + <i>when, until, etc.</i> | education | the letter <i>u</i> | talking about school, assessing opinions | listening for numbers | understanding points of view |
| B. The hotel of Mum and Dad | second conditional, choosing between conditionals | houses | sentence stress, the letter <i>c</i> | discussing pros and cons, describing ideal situations | using prediction to understand content | understanding pros and cons |
| Practical English Episode 4 | making and responding to suggestions, making an excuse and apologizing | | | | | |

| Int Unit-8 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|--------------------------|--|------------|---------------|-----------------------|----------------------------|--------------------------|
| A. The right job for you | choosing between gerunds and infinitives | work | word stress | making a presentation | listening and making notes | predicting from evidence |

| WEEK-2 | February, 24-28 | MAINCOURSE | PORTFOLIO | INTERMEDIATE (B1-B2) |
|--------|-----------------|---|---|-------------------------|
| | | 22 hrs. | | |
| | | Int. 8B, 7&8 Revise and Check, 9A, 9B (pp. 90-91) | Writer-2 Unit-6 Opinion Paragraph (pp. 72-79) | |

| Int Unit-8 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|----------------------|--|-----------------------------------|-----------------------|-------------------------------|--|-------------------------------|
| B. Have a nice day! | reported speech: sentences and questions | shopping, making nouns from verbs | the letters <i>ai</i> | talking about shopping habits | understanding the order of events, understanding attitude and tone | predicting the end of a story |
| Revise and Check 7&8 | | | | | | |

| Int Unit-9 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|---------------------|-------------------|-------------------------------|--|---------------------------|------------------------|-------------------------------|
| A. Lucky encounters | third conditional | making adjectives and adverbs | sentence rhythm, weak pronunciation of <i>have</i> | talking about luck | listening to summarize | understanding topic sentences |
| B. Digital detox | quantifiers | electronic devices | linking, <i>ough</i> and <i>ough</i> | discussing digital habits | understanding attitude | understanding technical lang. |

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| Writer-2 Unit-6. Opinion Paragraph | This unit focuses on expressing opinions with logical reasoning, persuasive techniques, and supporting evidence. |
| <i>Upon completion of this unit, students will be able to:</i> <ul style="list-style-type: none"> Express personal opinions and viewpoints with clarity and conviction. Support opinions with logical reasoning and evidence. Develop persuasive writing techniques to influence readers and engage in thoughtful discourse. | |

| WEEK-3 | March, 03-07 | MAINCOURSE | PORTFOLIO | INTERMEDIATE (B1-B2) |
|--------|--------------|---|--|-------------------------|
| | | 22 hrs. | Writer-2 Unit-6 Opinion Paragraph (pp. 80-85) <u>Portfolio Assignment-1</u> W An Opinion Paragraph | |
| | | Int. 9B (p. 92-93), Practical English-5, 10A, 10B | | |

| Int Unit-9 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|-----------------------------|---------------------------|--------------------|--------------------------------------|---------------------------|------------------------|-------------------------------|
| B. Digital detox | quantifiers | electronic devices | linking, <i>ough</i> and <i>ough</i> | discussing digital habits | understanding attitude | understanding technical lang. |
| Practical English Episode 5 | asking indirect questions | | | | | |

| Int Unit-10 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|---------------------------|--------------------------------------|----------------|-----------------------------|---|---------------------|---------------------------|
| A. Idols and icons | relative clauses: defi.&non-defining | compound nouns | word stress | talking about people and things that you admire | listening for facts | reading with purpose |
| B. And the murderer is... | question tags | crime | intonation in question tags | police interview role-play | taking notes | understanding referencing |

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| Writer-2 Unit-6. Opinion Paragraph | This unit focuses on expressing opinions with logical reasoning, persuasive techniques, and supporting evidence. |
| <i>Upon completion of this unit, students will be able to:</i> <ul style="list-style-type: none"> Express personal opinions and viewpoints with clarity and conviction. Support opinions with logical reasoning and evidence. Develop persuasive writing techniques to influence readers and engage in thoughtful discourse. | |

| WEEK-4 | March, 10-14 | MAINCOURSE | PORTFOLIO | INTERMEDIATE (B1-B2) UPPER- INTERMEDIATE (B2) |
|--------|--------------|--|--|---|
| | | 22 hrs. | Writer-2 Unit-7 Cause or Effect P. (pp. 87-93) | |
| | | Int. 9&10 Revise and Check, Up-Int. 1A, 1B, Coll. Eng.-1 | | |

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|------------------------------|---|----------------------------------|--------------------------------|--|---|---|
| Revise and Check 9&10 | | | | | | |
| Upp-Int Unit-1 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
| A. Questions and answers | question formation | working out meaning from context | intonation: showing interest | politely refusing to answer a question, reacting to what someone says, tough questions | understanding the stages of a short interview | understanding questions, working out meaning from context |
| B. It's a mystery | auxiliary verbs, the..., the... + comparatives | compound adjectives, modifiers | intonation and sentence rhythm | reacting to a story about something strange, You're psychic, aren't you? | following instructions | understanding facts vs theories |
| Colloquial English Episode 1 | talking about...getting a job | | | | | |

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| Writer-2 Unit-7. Cause or Effect Paragraph | This unit involves analyzing and explaining causal relationships, including identifying causes, effects, and the connections between them. |
| <i>Upon completion of this unit, students will be able to:</i> <ul style="list-style-type: none"> Analyze and explain the causes or effects of specific events or phenomena. Develop the ability to identify causal relationships and present them in a coherent and logical manner. Use evidence and examples to support claims and strengthen the overall argument. | |

| WEEK-5 | March, 17-21 | MAINCOURSE | PORTFOLIO | UPPER- INTERMEDIATE (B2) |
|--------|--------------|--|--|--------------------------------|
| | | 22 hrs. | Writer-2 Unit-7 Cause or Effect P. (pp. 94-98) <u>Portfolio Assignment-2</u> W A Cause/Effect Paragraph | |
| | | Up-Int. 2A, 2B, 1&2 Revise and Check, 3A (pp. 26-27) | | |

| Upp-Int Unit-2 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|----------------------|--|------------------------|--------------------------|---|---|-------------------------|
| A. Doctor, doctor! | present perfect simple and continuous | illnesses and injuries | /j/, /dʒ/, /tʃ/, and /k/ | Doctor, doctor, health | understanding an anecdote | reading and summarizing |
| B. Act your age | using adjectives as nouns, adjective order | clothes and fashion | vowel sounds | The joy of the age-gap friendship, managing discussions, politely disagreeing | understanding a discussion – opinions, explanations, examples | scanning several texts |
| Revise and Check 1&2 | | | | | | |

| Upp-Int Unit-3 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|---------------------------|--|------------|---------------------------------------|-------------------------------------|--|--------------------------------------|
| A. Fasten your seat belts | narrative tenses, past perfect continuous, <i>so / such...that</i> | air travel | irregular past forms, sentence rhythm | Flight stories, telling an anecdote | understanding formal language in announcements | using a diagram to understand a text |

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| Writer-2 Unit-7. Cause or Effect Paragraph | This unit involves analyzing and explaining causal relationships, including identifying causes, effects, and the connections between them. |
| <i>Upon completion of this unit, students will be able to:</i> <ul style="list-style-type: none"> Analyze and explain the causes or effects of specific events or phenomena. Develop the ability to identify causal relationships and present them in a coherent and logical manner. Use evidence and examples to support claims and strengthen the overall argument. | |

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| WEEK-6 | March, 24-28 | MAINCOURSE | PORTFOLIO | UPPER- INTERMEDIATE (B2) |
| | | 22 hrs. | Writer-2 Unit-8 Advantage or Disadvantage Paragraph (pp. 98-104) | |
| | | Up-Int. 3A (pp. 28-29), 3B, Coll. Eng. 2&3 | | |

| Upp-Int Unit-3 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|------------------------------|--|-------------------------------|---------------------------------------|-------------------------------------|--|--------------------------------------|
| A. Fasten your seat belts | narrative tenses, past perfect continuous, <i>so / such...that</i> | air travel | irregular past forms, sentence rhythm | Flight stories, telling an anecdote | understanding formal language in announcements | using a diagram to understand a text |
| B. A really good ending? | the position of adverbs and adverbial phrases | adverbs and adverbial phrases | word stress and intonation | reading habits | | reading for pleasure |
| Colloquial English Episode 3 | Talking about...books | | | | | |

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| Writer-2 Unit-8. Advantage or Disadvantage Paragraph | This unit focuses on evaluating the pros and cons of a subject, presenting arguments for and against, and providing a balanced perspective. |
| <i>Upon completion of this unit, students will be able to:</i> <ul style="list-style-type: none"> Evaluate the advantages and disadvantages of a given subject or situation. Consider multiple perspectives and present a balanced argument. Use critical thinking skills to analyze and support claims effectively. | |

| WEEK-7 | March, 31-April, 04 | MAINCOURSE | PORTFOLIO | UPPER-INTERMEDIATE (B2) |
|--------|---------------------|------------|-----------|-------------------------|
| | | 22 hrs. | | |
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| WEEK-8 | April, 07-11 | 1st MIDTERM EXAM | |
|--------|--------------|------------------|--|
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| WEEK-9 | April, 14-18 | MAINCOURSE | PORTFOLIO | UPPER-INTERMEDIATE (B2) |
|--------|--------------|--|---|-------------------------|
| | | 22 hrs. | Writer-2 Unit-8 Advantage or Disadvantage Paragraph (pp. 105-108) | |
| | | Up-Int. 4A, 4B, 3&4 Revise and Check, 5A (pp. 46-47) | Portfolio Assignment-3 W An Advantage/Disadvantage Paragraph | |

| Upp-Int Unit-4 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|----------------------|--|--------------------------|----------------|---------------------------------|-----------------------------|-------------------------|
| A. Stormy weather | future perfect and future continuous | the environment, weather | vowel sounds | the environment, climate change | understanding examples | scanning for examples |
| B. A risky business | zero and first conditionals, future time clauses | expressions with take | linked phrases | risk-taking | focusing on the main points | summarizing an argument |
| Revise and Check 3&4 | | | | | | |

| Upp-Int Unit-5 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|-------------------|---------------------|------------|---|----------------------|---------------------------------|---|
| A. I'm a survivor | unreal conditionals | feelings | word stress in three- or four-syllable adjectives | emergency situations | understanding mood and feelings | recognizing positive and negative experiences |

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| Writer-2 Unit-8. Advantage or Disadvantage Paragraph | This unit focuses on evaluating the pros and cons of a subject, presenting arguments for and against, and providing a balanced perspective. |
| <i>Upon completion of this unit, students will be able to:</i> <ul style="list-style-type: none"> Evaluate the advantages and disadvantages of a given subject or situation. Consider multiple perspectives and present a balanced argument. Use critical thinking skills to analyze and support claims effectively. | |

| WEEK-10 | April, 21-25 | MAINCOURSE | PORTFOLIO | UPPER- INTERMEDIATE (B2) |
|---------|--------------|----------------------------|---|--------------------------------|
| | | 22 hrs. | Writer-2 Unit-9 Compare/Contrast Paragraph (pp. 109-116) | |
| | | Up-Int. 5A (pp. 48-49), 5B | | |

| Upp-Int Unit-5 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|-----------------------|--|---|---|---|---------------------------------|---|
| A. I'm a survivor | unreal conditionals | feelings | word stress in three- or four-syllable adjectives | emergency situations | understanding mood and feelings | recognizing positive and negative experiences |
| B. Wish you were here | wish for present / future, wish for past regrets | expressing feelings with verbs or -ed / -ing adjectives | sentence rhythm and intonation | ways of talking about how we feel, wishes | understanding a poem | checking hypotheses |

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| Writer-2 Unit-9. Compare or Contrast Paragraph | This unit involves identifying similarities and differences between two subjects, organizing the information in a clear and coherent manner, and drawing meaningful comparisons or contrasts. |
| <i>Upon completion of this unit, students will be able to:</i> <ul style="list-style-type: none"> Identify similarities and differences between two subjects or ideas. Develop a clear and concise topic statement that highlights the main points of comparison or contrast. Use appropriate transitions and evidence to support the comparison or contrast effectively. | |

| WEEK-11 | April, 28- May, 02 | MAINCOURSE | PORTFOLIO | UPPER- INTERMEDIATE (B2) |
|---------|--------------------|--------------------------------|--|--------------------------------|
| | | 22 hrs. | Writer-2 Unit-9 Compare/Contrast Paragraph (pp. 117-123) <u>Portfolio Assignment-4</u> W A Compare/Contrast Paragraph | |
| | | Up-Int. Coll. Eng. 4&5, 6A, 6B | | |

| Colloquial English Episode 4&5 | | talking about... waste | | | | |
|--------------------------------|---|------------------------|----------------------------|----------|-----------------------|-------------------------------|
| Upp-Int Unit-6 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
| A. Night night | <i>used to, be used to, get used to</i> | sleep | /s/ and /z/ | sleep | understanding reasons | using contextual clues |
| B. Music to my ears | gerunds and infinitives | music | words from other languages | music | understanding a talk | scanning across several texts |

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| Writer-2 Unit-9. Compare or Contrast Paragraph | This unit involves identifying similarities and differences between two subjects, organizing the information in a clear and coherent manner, and drawing meaningful comparisons or contrasts. |
| <i>Upon completion of this unit, students will be able to:</i> <ul style="list-style-type: none"> Identify similarities and differences between two subjects or ideas. Develop a clear and concise topic statement that highlights the main points of comparison or contrast. Use appropriate transitions and evidence to support the comparison or contrast effectively. | |

| WEEK-12 | May, 05-09 | MAINCOURSE | PORTFOLIO | UPPER- INTERMEDIATE (B2) |
|---------|------------|--|---|--------------------------------|
| | | 22 hrs. | Writer-2 Unit-10 Academic Essay (pp. 125-132) | |
| | | Up-Int. 5&6 Revise and Check, 7A, 7B, Coll. Eng. 6&7 | | |

| Revise and Check 5&6 | | | | | | |
|--------------------------------|--|----------------------|--------------------------|-------------------------------------|----------------------------|--|
| Upp-Int Unit-7 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
| A. Let's not argue | past modals: <i>must have</i> , <i>etc., would rather</i> | verbs often confused | weak form of <i>have</i> | role-playing an argument | understanding advice | identifying solutions to problems |
| B. It's all an act | verbs of the senses | the body | silent consonants | Guess what it is, describing photos | understanding instructions | understanding the principle of an experiment |
| Colloquial English Episode 6&7 | talking about... performances | | | | | |

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| Writer-2 Unit-10. Academic Essay | This unit emphasizes comprehensive research, critical thinking, advanced writing skills, and the ability to construct well-supported arguments in an academic context. |
| <p><i>Upon completion of this unit, students will be able to:</i></p> <ul style="list-style-type: none"> • Conduct comprehensive research on a given topic. • Develop a well-structured essay with a strong introduction, body paragraphs, and conclusion. • Use critical thinking, analysis, and synthesis skills to present well-supported arguments and draw meaningful conclusions. | |

| WEEK-13 | May, 12-16 | MAINCOURSE | PORTFOLIO | UPPER- INTERMEDIATE (B2) |
|---------|------------|---|--|--------------------------------|
| | | 22 hrs. | Writer-2 Unit-10 Academic Essay (pp. 133-136) <u>Portfolio Assignment-5</u> | |
| | | Up-Int. 8A, 8B, 7&8 Revise and Check, 9A (pp.86-87) | W An Academic Essay | |

| Upp-Int Unit-8 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|------------------|---|----------------------|---------------|-------------------------|--|------------------------------|
| A. Cutting crime | the passive (all forms); <i>have something done; it is said that...; he is thought to..., etc.</i> | crime and punishment | the letter u | Beat the burglar, crime | using your knowledge of the world to help you understand formal advice | understanding truth and lies |

| Upp-Int Unit-8 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|----------------------|-----------------|------------|---------------|-----------------------------|---|---|
| B. Fake news | reporting verbs | the media | word stress | Strange but true, the media | identifying the main events in news stories | using heading to understand the main point of a paragraph |
| Revise and Check 7&8 | | | | | | |

| Upp-Int Unit-9 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|-------------------|---------------------------------|-----------------------|------------------------------------|---------------------------------------|----------------------------|--------------------------------|
| A. Good business? | clauses of contrast and purpose | advertising, business | changing stress on nouns and verbs | Misleading ads, advertising, business | understanding explanations | dealing with an authentic text |

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| Writer-2 Unit-10. Academic Essay | This unit emphasizes comprehensive research, critical thinking, advanced writing skills, and the ability to construct well-supported arguments in an academic context. |
| <p><i>Upon completion of this unit, students will be able to:</i></p> <ul style="list-style-type: none"> • Conduct comprehensive research on a given topic. • Develop a well-structured essay with a strong introduction, body paragraphs, and conclusion. • Use critical thinking, analysis, and synthesis skills to present well-supported arguments and draw meaningful conclusions. | |

| WEEK-14 | May, 19-23 | MAINCOURSE | PORTFOLIO | UPPER-INTERMEDIATE (B2) |
|---------|------------|---|-----------|-------------------------|
| | | 22 hrs. | | |
| | | Up-Int. 9A (pp.88-89), 9B, Coll. Eng. 8&9 | | |

| Upp-Int Unit-9 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|--------------------------------|---------------------------------|--------------------------------------|--|---------------------------------------|----------------------------|--|
| A. Good business? | clauses of contrast and purpose | advertising, business | changing stress on nouns and verbs | Misleading ads, advertising, business | understanding explanations | dealing with an authentic text |
| B. Super cities | uncountable and plural nouns | word building: prefixes and suffixes | word stress with prefixes and suffixes | cities | understanding place names | identifying advantages and disadvantages |
| Colloquial English Episode 8&9 | talking about... advertising | | | | | |

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|---------|------------|---|-----------|--------------------------------|
| WEEK-15 | May, 26-30 | MAINCOURSE | PORTFOLIO | UPPER- INTERMEDIATE (B2) |
| | | 22 hrs. | | |
| | | Up-Int. 10A, 10B, 9&10 Revise and Check | | |

| Upp-Int Unit-10 | GRAMMAR | VOCABULARY | PRONUNCIATION | SPEAKING | LISTENING | READING |
|----------------------------------|--|-------------------------|-----------------------------|---|-------------------------------------|---|
| A. Science fact, science-fiction | <i>quantifiers: all, every, both, etc.</i> | science | stress in word families | science, talking about future possibilities | understanding specific explanations | understanding the language of speculation |
| B. Free speech | articles | collocation: word pairs | pausing and sentence stress | public speaking | identifying dos and don'ts | understanding context |
| Revise and Check 9&10 | | | | | | |

| WEEK-17 | June, 10-13 | 2 nd MIDTERM EXAM | | | |
|---------|-------------|------------------------------|--|--|--|
|---------|-------------|------------------------------|--|--|--|