

ISTANBUL GEDIK UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES

Preparatory Program: Main Course

SYLLABUS 2024-2025

Course Rationale:

This course is designed to equip preparatory program students with essential English language skills (reading, writing, listening, speaking, grammar, and vocabulary) necessary to pass the proficiency exam, which demonstrates their readiness for English-medium instruction (EMI) programs at their faculties/programs. The course adheres to the Common European Framework of Reference for Languages (CEFR) guidelines, aiming to help students reach a B2 level of proficiency. It is a 5-day-per-week, 18-hour lesson called the ‘Main Course,’ delivered fully face-to-face except in extraordinary circumstances where in-person learning is not feasible. The course spans one academic year, divided into two semesters: fall and spring.

Entry Level:

The entry level for this course is A1/A2.

Exit Level:

By the end of this course, when taken in conjunction with the ‘Reading and Writing’ course from the same preparatory program, students are expected to achieve a B2 level.

Course Learning Outcomes:

By the end of this course the students will be able to:

- use a variety of grammatical structures accurately in both written and spoken contexts to convey clear and appropriate meaning (1);
- recognize and correct errors in grammar and sentence structure to enhance clarity and fluency in communication (2);
- demonstrate an expanded vocabulary, including subject-specific and idiomatic expressions, suited to formal and informal academic contexts (3);
- infer the meaning of unfamiliar vocabulary from context and explain new words with accurate use in various contexts (4);
- comprehend and summarize main ideas and details from conversations, news reports, and other everyday audio materials (5);
- identify the speaker’s tone, intent, and emotions in varied contexts, such as casual conversations, instructions, or announcements (6).

CEFR Descriptors:

A2 level:

- Can use simple grammatical structures correctly, though errors may occur when expressing more complex thoughts (1).
- Can recognize basic grammar errors in simple sentences and make simple corrections in familiar contexts (2).

- Can use basic vocabulary related to familiar topics, with limited control over idiomatic language (3).
- Can deduce the meaning of unknown words in familiar contexts when supported by visuals or simplified language (4).
- Can understand the main point in short, clear, simple messages or announcements (5).
- Can recognize simple cues for tone or intent in familiar contexts, such as friendly or polite exchanges (6).

B1 level:

- Can use a range of simple and some complex sentence structures to communicate ideas with reasonable accuracy in familiar contexts (1).
- Can notice and self-correct common grammar and structure mistakes in familiar and rehearsed contexts, aiding clarity (2).
- Can use a range of vocabulary, including common idiomatic phrases, to communicate ideas in familiar and some academic contexts (3).
- Can deduce the meaning of unfamiliar words in clear, familiar texts and provide simple explanations based on context (4).
- Can understand the main points and essential details of standard spoken language on familiar matters, including conversations and straightforward news reports (5).
- Can identify the speaker's general tone and intent in conversations or brief announcements in familiar situations (6).

B1+ level:

- Can control grammatical structures well and produce simple and some complex sentences with good accuracy in everyday spoken and written tasks (1).
- Can identify and correct grammar and sentence structure errors in their own work with increased accuracy, leading to improved clarity in communication (2).
- Can actively use vocabulary related to personal interests and academic topics, including some idioms and expressions, in both formal and informal registers (3).
- Can infer the meaning of new words from context in texts on familiar and less common topics and provide accurate explanations in spoken or written form (4).
- Can identify both main ideas and significant details in clear, straightforward speech, including some complex messages in familiar contexts (5).
- Can discern tone, intent, and some emotional undertones in more varied contexts, such as informal conversations or instructions (6).

B2 level:

- Can use a wide range of complex structures with a high degree of accuracy, producing clear, well-structured speech and writing with minimal errors (1).
- Can consistently identify and correct errors, showing effective self-correction skills to maintain fluent and clear communication in both formal and informal contexts (2).
- Can use a broad range of vocabulary, including academic and idiomatic expressions, appropriately in both formal and informal contexts with minimal hesitation (3).
- Can consistently infer the meaning of complex or unfamiliar vocabulary from context in a wide range of contexts and provide precise definitions or explanations (4).
- Can understand and summarize the main ideas and supporting details of extended discourse and complex audio materials on a range of topics (5).
- Can understand subtle distinctions in tone, intent, and emotion in both informal and formal spoken contexts, such as persuasive language, sarcasm, or irony (6).

Course Policy:

Classroom Expectations:

All students are expected to treat classmates, instructors, and the classroom environment with respect. Mobile phones and other electronic devices should be set to silent mode and used only for educational purposes during class.

Academic Integrity:

Plagiarism, cheating, or any form of academic dishonesty will result in a zero for the related assignment or exam, with further disciplinary action if necessary.

Communication:

Instructors are available for consultations during posted office hours or by appointment. Students are encouraged to use these opportunities for questions, clarification, and additional support. All official communications should be conducted through the university email system, and emails will be responded to as soon as possible during working hours. Key information will be shared via email, official announcements on the SFL web page, WhatsApp notifications from teachers, and verbal announcements. WhatsApp groups are optional and may be created by the group advisor/instructor. All students are expected to observe basic etiquette in official oral and written communication.

Attendance Policy:

Attendance is mandatory for all classes. Students must attend at least 85% of total class hours to be eligible to take the final exams. Arriving more than 10 minutes late may be considered an absence. Students who do not meet the attendance requirement will not be allowed to take the end-of-semester proficiency exam.

Make-up Exams and Late Submission Policy:

Make-up Exams: Available only to students with valid documentation (e.g., a medical report). Requests must be submitted within three days of the missed exam.

Deadlines and Late Submissions: Deadlines set by course conductors must be strictly followed. Assignments submitted late will incur a 5% deduction per day, up to a maximum of five days, after which the assignment will receive a zero.

Course Materials and Digital Tools:

Students are required to obtain original copies of the course materials and digital resources in accordance with the copyright laws.

Textbooks: The primary textbook for this course is Outcomes (Elementary – Pre-Intermediate – Intermediate – Upper-Intermediate). Supplementary materials will be provided as needed.

Online Platforms and Digital Tools: Spark by National Geographic Learning will be used for online homework activities. Additional tools and platforms may be introduced by instructors, who will provide full support on usage and requirements. In emergencies, online learning may be facilitated through the IGUN LMS system.

Support for Students:

Academic Support: Students struggling with course content are encouraged to attend extra tutoring sessions or seek guidance from instructors or SFL management.

Support for Disabled Students: The university provides accommodations and support for students with disabilities. Please contact SFL management, SFL Disabled Student Unit Representative, Disabled Student Unit, or your instructor for further information.

Assessment and Grading:

The final grade will be based on the following components from the ‘Main Course’ and ‘Reading and Writing’ lessons:

60% Midterm Exams: Four exams will be held every seven weeks (two per semester), each worth 15%.

10% Online Homework: Assignments completed on the Spark platform by NGL.

10% Presentation: Each student must prepare one oral presentation on a chosen topic by the end of the second semester, assessed by the instructor using a rubric.

10% Writing Practice: Weekly written practice exercises based on course content; may include written homework, pair work, or group activities.

5% Pop Quizzes: Administered randomly to encourage consistent engagement, with a minimum of one quiz per month.

5% In-Class Participation: Active engagement in activities, discussions, and group work.

Privacy and Copyright: All the audio, written, and video information shared between the instructor and students as well as among students in this course are considered personal information. This information shall not be shared outside the class with non-relevant organizations, groups or individuals without obtaining proper permissions from the administration of the SFL and/or the rectorate. Everyone is expected to comply with the legal and ethical rules in this regard.

FALL SEMESTER

Level: A2

Resource/Book: NGL OUTCOMES Elementary and Pre-Intermediate /with online platform Spark/

CEFR correlation: OUTCOMES ELEMENTARY CEFR CORRELATION FRAMEWORK LEVEL A2 document (CEFR CD 1) (SFL shared folder) & OUTCOMES PRE-INTERMEDIATE CEFR CORRELATION FRAMEWORK LEVEL A2/B1 document (CEFR CD 2) (SFL shared folder)

| Week & Day | Units & Pages (+CEFR correlation) | Content | Extra Practice |
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| OUTCOMES Elementary Student’s Book | | | |
| <p style="text-align: center;">W1</p> <p>30 September - 4 October 2024</p> | <p style="text-align: center;"><u>Unit 1</u> People and places</p> <p style="text-align: center;"><u>Unit 2</u> Daily life</p> | <p><u>Unit 1</u> People and places</p> <p>Speaking: Have a conversation about yourself when you arrive in a place, talk about what’s good/bad about the place you’re from, talk about the jobs people in your class do</p> | <p>Spark + Unit Revision + Handouts</p> |

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| Monday Vocabulary Day | p. 6-11 1 Opener, 1A, 1B CEFR CD 1 p. 3-5 | Developing conversations: Where exactly? Grammar: Present simple be, There is/ There are, Present simple Vocabulary: Where, describing places, work | |
| Tuesday | p.12-17 1C, 2 Opener, 2A CEFR CD 1 p. 5-7 | Reading: Personal introductions on an online course Listening: A conversation between a taxi driver and a tourist, four conversations about jobs. | |
| Wednesday | p. 18-21 2B, 2C CEFR CD 1 p. 7-9 | Unit 2 Daily life Speaking: Plan where and when to meet, talk about what you do in your free time, explain how much time you spend doing things | |
| Thursday | p. 22-23 Writing 1 CEFR CD 1 p. 9-10 | Developing conversations: Making plans Grammar: Verb patterns (-ing or infinitive with to), Adverbs of frequency, Countable and uncountable nouns. Vocabulary: Daily activities, In the classroom. | |
| Friday | p. 24-25 Review 1, G&V CEFR CD 1 p. 10 | Reading: An article about how people spend their free time. Listening: Two conversations about free time, Three conversations in an English class. | |
| W2 7 - 11 October 2024 | Unit 3 Home Unit 4 Time off | Unit 3 Home Speaking: Ask and answer questions about local shops and other places, talk about home and what you like/don't like about it, ask someone for help with a problem in a shared house Developing conversations: Asking for information. Grammar: Prepositions of place, possessives, can/can't. | Spark + Unit Revision + Handouts |

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| <p>Monday</p> <p>Vocabulary Day</p> | <p>p. 26-31 3 Opener, 3A, 3B</p> <p>CEFR CD 1 p. 10-12</p> | <p>Vocabulary: Places for things you need, homes and family, problems in the home.</p> <p>Reading: Two blog posts about films</p> <p>Listening: Three conversations where people where people ask about places, three conversations about problems in a shared home.</p> | |
| <p>Tuesday</p> | <p>p.32-37 3C, 4 Opener, 4A</p> <p>CEFR CD 1 p. 12-15</p> | <p>Unit 4 Time off</p> <p>Speaking: Talk about what you did at the weekend, Talk about holidays / special days you had, Talk about public holidays you enjoyed</p> <p>Developing conversations: That sounds ...</p> <p>Grammar: Past simple positive, past simple negative, past simple questions.</p> | |
| <p>Wednesday</p> | <p>p. 38-41 4B, 4C</p> <p>CEFR CD 1 p. 15-17</p> | <p>Vocabulary: Holidays, public holidays.</p> <p>Reading: Messages about a holiday</p> <p>Listening: Four conversations about what people did at the weekend, A school podcast about public holidays.</p> | |
| <p>Thursday</p> | <p>p. 42-43 Writing 2</p> <p>CEFR CD 1 p. 17-18</p> | | |

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| <p>Friday</p> | <p>p. 44-45 Review 2, G&V</p> <p>CEFR CD 1 p. 18</p> | | |
| <p>W3 14 – 18 October 2024</p> | <p><u>Unit 5</u> Shopping <u>Unit 6</u> Education <u>Unit 7</u> People I know</p> | <p><u>Unit 5</u> Shopping Speaking: Roleplay choosing and buying food or clothes in a shop, talk about money and shopping, ask for and get help in different places in a shopping centre Developing conversations: Questions in shops. Grammar: This/These/That/Those, present continuous, a, an, and the Vocabulary: Size and quantity, Money and shopping, In a shopping centre Reading: A newspaper article about how two shops are doing. Listening: Three conversations in markets, four conversations in a shopping centre.</p> | <p>Spark + Unit Revision + Handouts</p> |
| <p>Monday</p> <p>Vocabulary Day</p> | <p>p. 46-51 5 Opener, 5A, 5B</p> <p>CEFR CD 1 p. 18-21</p> | <p><u>Unit 6</u> Education Speaking: Roleplay conversations about what you're studying, compare education now and in the past, Describe and discuss four different courses Developing conversations: How's the course going? Grammar: Comparatives, Modifiers</p> | |
| <p>Tuesday</p> | <p>p. 52-57 5C, 6 Opener, 6A</p> <p>CEFR CD 1 p. 21-23</p> | <p><u>Unit 6</u> Education Speaking: Roleplay conversations about what you're studying, compare education now and in the past, Describe and discuss four different courses Developing conversations: How's the course going? Grammar: Comparatives, Modifiers</p> | |

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| Wednesday | p. 58-63 6B, 6C, Writing 3 CEFR CD 1 p. 23-26 | Vocabulary: Studying, courses Reading: An article about languages and education Listening: Three conversations about studying, four people talk about courses they're doing. Unit 7 | |
| Thursday | p. 64-69 Review 3, G&V, 7 Opener, 7A CEFR CD 1 p. 26-28 | Speaking: People I know Find out about each other's families, give opinions about home life, parents and kids, Describe friends to other people Developing conversations: Adding information Grammar: Short answers, have to | |
| Friday | p. 70-73 7B, 7C, CEFR CD 1 p. 28-30 | Vocabulary: Relationships, parents and kids, talking about friends. Reading: Forum posts about being a working parent Listening: Three conversations about families, five people talk about friends and family. | |
| W4 21 – 25 October 2024 | Unit 8 Plans Unit 9 Experiences | Unit 8 Plans Speaking: Discuss plans, say how you feel about government plans, decide how to improve places you know Developing conversations: Making suggestions | Spark + Unit Revision + Handouts |
| Monday Vocabulary Day | p. 74-77 8 Opener, 8A CEFR CD 1 p. 30-31 | Grammar: Going to, would like to Vocabulary: Plans for the week, discussing plans, in my life Reading: | |

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| Tuesday | p. 78-81 8B, 8C CEFR CD 1 p. 31-33 | A local website discussion about government plans Listening: Three conversations about plans, four people talk about things they want to do. Unit 9 | |
| Wednesday | p. 82-85 Writing 4, Review 4, G&V CEFR CD 1 p. 33-35 | Experiences Speaking: Roleplay a conversation with a tourist about their visit, compare experiences you've had or would like to have, share experiences of when you got help Developing conversations: Recommending Grammar: | |
| Thursday | p. 86-89 9 Opener, 9A CEFR CD 1 p. 35-36 | Present perfect questions (been, tried) Vocabulary: Visiting places, words with different meanings Reading: A blog post about bucket lists | |
| Friday | p. 90-93 9B, 9C CEFR CD 1 p. 36-38 | Listening: A conversation between a local person and two tourists, A radio show about experiences of getting help. | |
| W5 28 October – 1 November 2024 28 October - Half-day Holiday 29 October 2025 - Holiday | Unit 10 Food Unit 11 Travel | Unit 10 Food Speaking: Roleplay ordering in a restaurant, explain food and drink culture in your country, explain a menu from your country Developing conversations: Ordering food and drink Grammar: Explaining quantity, me too, me neither and auxiliaries. | Spark + Unit Revision + Handouts |
| Monday Vocabulary Day | p. 94-97 10 Opener, 10A CEFR CD 1 p. 38-39 | Vocabulary: In a restaurant, food Reading: An article about public health in Finland Listening: | |

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| Tuesday | p. 98-101 10B, 10C CEFR CD 1 p. 40-41 | Two tourists order food in a restaurant, three conversations connected to food. Unit 11 Travel Speaking: Roleplay a conversation buying travel tickets, discuss solutions to traffic problems, choose places for a guided tour and explain your choices Developing conversations: Telling the time Grammar: Too much, too many and not enough, superlatives Vocabulary: Travel and tickets, guided tours | |
| Wednesday | p. 102-105 Writing 5, Review 5, G&V CEFR CD 1 p. 42-43 | Reading: An article about solutions to traffic problems Listening: A conversation in a train station ticket office, extracts from a guided tour. | |
| Thursday | p. 106-109 11 Opener, 11A CEFR CD 1 p. 43-44 | | |
| Friday | p. 110-113 11B, 11C CEFR CD 1 p. 44-46 | | |
| W6 4 - 8 November 2024 | Unit 12 Feelings Unit 13 Nature Unit 14 Opinions | Unit 12 Feelings Speaking: Talk about health problems and give advice, explain what happened in a news story, discuss how happy you think people in your country are Developing conversations: Saying no Grammar: Should/shouldn't, because, so, before, and after Vocabulary: Health problems, in the news, feelings Reading: Articles from local newspapers Listening: Five conversations about health problems, a podcast about being happy. | |
| Monday Vocabulary Day | p. 114-119 12 Opener, 12A, 12B CEFR CD 1 p. 46-48 | | |

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| Tuesday | p. 120-125 12C, Writing 6 (email) , Review 6, G&V CEFR CD 1 p. 49-51 | Unit 13 Nature Speaking: Have conversations about the weather and make plans, talk about living in the countryside, do a class survey about people's pets and opinions about animals. Developing conversations: What's it like? Grammar: Be going to and might, present perfect and how long | |
| Wednesday | p. 126-131 13 Opener, 13A, 13B CEFR CD 1 p. 51-53 | Vocabulary: Weather, animals Reading: A blog post giving strong opinions about where to live Listening: Three conversations where people make plans, three conversations pets and animals. | |
| Thursday | p. 132-137 13C, 14 Opener, 14A CEFR CD 1 p. 53-55 | Unit 14 Opinions Speaking: Give your opinions about films, plays and musicals, describe life in your town, city or country, make predictions about the future Developing conversations: What's it like? Grammar: It's + adjective + to + verb, will/won't for predictions | |
| Friday | p. 138-143 14B, 14C, Writing 7 CEFR CD 1 p. 56-58 | Vocabulary: Describing films, plays and musicals, life in different places Reading: An article about people who have moved to different countries Listening: Two conversations about a film and a musical, a news report. | |
| W7 11-15 November 2024 + 18, 20 November 2024 (Make-up) | Unit 15 Technology Unit 16 Love Revision | Unit 15 Technology Speaking: Find people to give you information/ advice, discuss the use of technology in society, do a survey about people's opinions and experiences of technology Developing conversations: Saying emails, websites and password | Spark + Unit Revision + Handouts |

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| | | <p>Grammar: Be think of, descriptive adverbs</p> <p>Vocabulary: Choosing a phone, what technology going wrong</p> <p>Reading: A newsletter describing three types of technology</p> <p>Listening: Two conversations where people ask for advice about buying things, four people answering questions about technology.</p> <p>Unit 16 Love</p> <p>Speaking: Share news about relationships, write poems about promises, tell a personal story Developing conversations: Did I tell you....?</p> <p>Grammar: Will/won't for promises, past continuous</p> <p>Vocabulary: Love and relationships, promises</p> <p>Reading: Four poems about promises</p> <p>Listening: Four conversations about relationships, three people describe experiences of love at first sight</p> | |
| Monday Vocabulary Day | p. 144-149 Review 7, G&V, 15 Opener, 15A CEFR CD 1 p. 58-60 | | |
| Tuesday | p. 150-153 15B, 15C CEFR CD 1 p. 60-62 | | |
| Wednesday | p. 154-159 16 Opener, 16A, 16B CEFR CD 1 p. 62-64 | | |
| Thursday | p. 160-165 16C, Writing 8, Review 8, G&V CEFR CD 1 p. 64-66 | | |
| Friday | Review | | |
| 18-22 November 2024 | 1st Midterm 19 November 2024 | | |
| OUTCOMES Pre-Intermediate Student's Book | | | |

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| <p>W8 25 - 29 November 2024</p> | <p><u>Unit 1</u> Jobs <u>Unit 2</u> Shops <u>Unit 3</u> Getting here</p> | <p><u>Unit 1</u> Jobs Speaking: Talk about jobs, talk about experiences at work to give advice, share information and discuss issues around ways of working. Developing conversations: Questions about jobs. Grammar:</p> | <p>Spark + Unit Revision + Handouts</p> |
| <p>Monday Vocabulary Day</p> | <p>p. 6-11 1 Opener, 1A, 1B CEFR CD 2 p. 3-5</p> | <p>Present simple and present continuous, zero conditionals Vocabulary: Talking about jobs, how's work. Reading: Three texts about experiences of work Listening: Two conversations about the work people do, a podcast about working from home.</p> | |
| <p>Tuesday Vocabulary Day</p> | <p>p. 12-17 1C, 2 Opener, 2A CEFR CD 2 p. 5-7</p> | <p><u>Unit 2</u> Shops Speaking: Have a conversation about going shopping and what you bought, tell an anecdote about a problem with shopping online, roleplay different situations in shops and mediate the conversations Developing conversations: Complimenting Grammar:</p> | |
| <p>Wednesday</p> | <p>p. 18-23 2B, 2C, Writing 1 CEFR CD 2 p. 8-11</p> | <p>Past simple, comparatives Vocabulary: Describing things you bought, shopping online Reading: Four forum posts about online shopping Listening: Two friends talk about a visit to a street market, five conversations in different shops</p> | |

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| <p>Thursday</p> | <p>p. 24-29 Review 1, G&V, 3 Opener, 3A</p> <p>CEFR CD 2 p. 11-13</p> | <p>Unit 3 Getting here Speaking: Roleplay a conversation where you ask for/give directions, share travel experiences, discuss the transport situation where you live Developing conversations: Asking for and giving directions Grammar: Past simple and past continuous, quantifiers with countable and uncountable and uncountable nouns. Vocabulary: Places in town, being late, transport Reading: A blog post about being late Listening: A couple on holiday ask people for directions, A radio travel-news update.</p> | |
| <p>Friday</p> | <p>p. 30-33 3B, 3C</p> <p>CEFR CD 2 p. 13-15</p> | <p>Unit 3 Getting here Speaking: Roleplay a conversation where you ask for/give directions, share travel experiences, discuss the transport situation where you live Developing conversations: Asking for and giving directions Grammar: Past simple and past continuous, quantifiers with countable and uncountable and uncountable nouns. Vocabulary: Places in town, being late, transport Reading: A blog post about being late Listening: A couple on holiday ask people for directions, A radio travel-news update.</p> | |
| <p>W9 2 - 6 December 2024</p> | <p>Unit 4 Eat Unit 5 Relax Unit 6 Family and friends</p> | <p>Unit 4 Eat Speaking: Discuss where and what to eat, explain opinions about food-related statements, roleplay ordering in a restaurant live Developing conversations: Making and responding to suggestions Grammar: Present Perfect simple, too/not... enough Vocabulary: Restaurants, describing food Reading: An article about breakfast around the world Listening: Two colleagues discuss where to eat, six short conversations in a restaurant</p> | <p>Spark + Unit Revision + Handouts</p> |
| <p>Monday Vocabulary Day</p> | <p>p. 34-39 4 Opener, 4A, 4B</p> <p>CEFR CD 2 p. 15-18</p> | <p>Unit 4 Eat Speaking: Discuss where and what to eat, explain opinions about food-related statements, roleplay ordering in a restaurant live Developing conversations: Making and responding to suggestions Grammar: Present Perfect simple, too/not... enough Vocabulary: Restaurants, describing food Reading: An article about breakfast around the world Listening: Two colleagues discuss where to eat, six short conversations in a restaurant</p> | <p>Spark + Unit Revision + Handouts</p> |

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| <p>Tuesday</p> | <p>p. 40-45 4C, Writing 2, Review 2, G&V</p> <p>CEFR CD 2 p. 18-21</p> | <p>Unit 5 Relax Speaking: Invite people to do activities and arrange details, talk about sporting experiences and issues, find out how people experience stress and how they relax Developing conversations: Lending people things Grammar: Plans and arrangements, superlatives Vocabulary: Activities, gear and places, sports and games, word families Reading: An article about three different sports Listening: A visitor and host make plans and arrangements, five people talk about stress and what they do to relax</p> | |
| <p>Wednesday</p> | <p>p. 46-51 5 Opener, 5A, 5B</p> <p>CEFR CD 2 p. 21-23</p> | <p>Unit 5 Relax Speaking: Invite people to do activities and arrange details, talk about sporting experiences and issues, find out how people experience stress and how they relax Developing conversations: Lending people things Grammar: Plans and arrangements, superlatives Vocabulary: Activities, gear and places, sports and games, word families Reading: An article about three different sports Listening: A visitor and host make plans and arrangements, five people talk about stress and what they do to relax</p> | |
| <p>Thursday</p> | <p>p. 52-57 5C, 6 Opener, 6A</p> <p>CEFR CD 2 p. 23-26</p> | <p>Unit 6 Family and friends Speaking: Share photos and talk about the people in them, discuss habits and possible problems when using social media, find out what you and your family have in common with others. Developing conversations: Explaining who people are Grammar: Question formation, showing similarities Vocabulary: Relationships, using social media, character and habits Reading: A quiz about what kind of online friend you are Listening: Two friends talk about different people, A podcast about birth order</p> | |
| <p>Friday</p> | <p>p. 58-63 6B, 6C, Writing 3</p> <p>CEFR CD 2 p. 26-28</p> | <p>Unit 6 Family and friends Speaking: Share photos and talk about the people in them, discuss habits and possible problems when using social media, find out what you and your family have in common with others. Developing conversations: Explaining who people are Grammar: Question formation, showing similarities Vocabulary: Relationships, using social media, character and habits Reading: A quiz about what kind of online friend you are Listening: Two friends talk about different people, A podcast about birth order</p> | |
| <p>W10 9 – 13 December 2024</p> | <p>Unit 7 Your place Unit 8 Always learning</p> | <p>Unit 7 Your place Speaking: Talk about where you're from and what it's like, discuss what's good/bad about living in different places, Roleplay a conversation between a host and a guest in their house Developing conversations: Explaining</p> | <p>Spark + Unit Revision + Handouts</p> |

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| Monday Vocabulary Day | p. 64-69 Review 3, G&V, 7 Opener, 7A CEFR CD 2 p. 29-31 | where places are Grammar: Have to, don't have to, can and can't, will/won't Vocabulary: Describing places, staying with people Reading: | |
| Tuesday | p. 70-73 7B, 7C CEFR CD 2 p. 31-33 | Four descriptions of where different people live Listening: Three conversations about where people are from, a conversation between a host family and their guest <u>Unit 8</u> | |
| Wednesday | p. 74-77 8 Opener, 8A CEFR CD 2 p. 33-34 | Always learning Speaking: Ask and answer questions about your learning experiences, discuss the pros and cons of online learning, discuss your experiences of, and beliefs about, school Developing conversations: Showing surprise | |
| Thursday | p. 78-81 8B, 8C CEFR CD 2 p. 34-36 | Grammar: First conditionals, had to/could Vocabulary: Stages of education, online problems, at school Reading: | |
| Friday | p. 82-85 Writing 4, Review 4, G&V CEFR CD 2 p. 36-38 | An article about a teacher's experience of running online courses Listening: Three conversations about school and studying, an interview about school experiences | |
| W11 16 – 20 December 2024 | <u>Unit 9</u> Mind and body <u>Unit 10</u> Places to stay | <u>Unit 9</u> Mind and body Speaking: Have conversations about a healthy issue someone has, discuss ways you and government organizations can help prevent bad health, tell stories about an accident or injury Developing conversations: Common | Spark + Unit Revision + Handouts |

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| Monday Vocabulary Day | p. 86-91 9 Opener, 9A, 9B CEFR CD 2 p. 38-40 | questions Grammar: Giving advice, imperatives Vocabulary: Health issues, healthcare, accidents | |
| Tuesday | p. 92-97 9C, 10 Opener, 10A CEFR CD 2 p. 41-43 | Reading: An article about healthcare Listening: Three conversations about cures for health issues Unit 10 | |
| Wednesday | p. 98-101 10B, 10C CEFR CD 2 p. 43-45 | Places to stay Speaking: Ask for and give information to book a place to stay, discuss summer holidays in childhood and how things have changed, Explain problems on holiday and talk about how to resolve them Developing conversations: Apologizing | |
| Thursday | p. 102-103 Writing 5 CEFR CD 2 p. 45-46 | Grammar: Used to, time clauses Vocabulary: Places to stay, summer holiday activities, problems on holiday Reading: | |
| Friday | p. 104-105 Review 5, G&V CEFR CD 2 p. 46-47 | The beginning of a short story about a holiday trip Listening: A man phones a hotel for information, four conversations about problems on holiday | |
| W12 23 – 27 December 2024 | Unit 11 Science and nature Unit 12 On the phone | Unit 11 Science and nature Speaking: Discuss science and nature stories in the news, talk about unusual animals you've seen and animals in the news, create news stories about science or nature Developing conversations: Responding to news and comments Grammar: Past perfect simple, passives Vocabulary: | Spa rk + Unit Revision + Handouts |
| Monday Vocabulary Day | p. 106-111 11 Opener, 11A, 11B | | |

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| | CEFR CD 2 p. 47-49 | Science and nature in the news, talking about animals Reading: Four stories about unusual animal experiences Listening: Four short conversations about science and nature in the news, a radio programme about scientific facts | |
| Tuesday | p. 112-117 11C, 12 Opener, 12A CEFR CD 2 p. 49-52 | Unit 12 On the phone Speaking: Practice leaving and taking messages, tell stories about phone experiences, roleplay reporting a crime Developing conversations: Explaining where people are | |
| Wednesday | p. 118-121 12B, 12C CEFR CD 2 p. 52-54 | Grammar: Yet, already, just and still, reporting speech Vocabulary: Using phones, forming negatives, reporting crimes Reading: Three newspaper articles about different stories | |
| Thursday | p. 122-123 Writing 6 CEFR CD 2 p. 54-55 | Listening: Two telephone conversations where people leave messages, a man makes three phone calls connected to a crime he's experienced | |
| Friday | p. 124-125 Review 6, G&V CEFR CD 2 p. 55-56 | | |
| W13 30 December 2024 -3 January 2025 1 January 2025 - Holiday | Unit 13 Culture Unit 14 Stuff | Unit 13 Culture Speaking: Have a discussion about what film/ series you watch, explain your experiences and opinions of learning and making music, do a survey about other people's cultural interests and attitudes Developing conversations: Asking questions about films and series | Spark + Unit Revision + Handouts |

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| Monday Vocabulary Day | p. 126-131 13 Opener, 13A, 13B CEFR CD 2 p. 56-58 | Grammar: Be supposed to, present perfect continuous Vocabulary: Films and series, music and learning Reading: A blog post about a person's experiences with music | |
| Tuesday | p. 132-137 13C, 14 Opener, 14A CEFR CD 2 p. 58-61 | Listening: Two friends discuss what to watch, four people talk about a favourite band, video game, artist or writer Unit 14 Stuff Speaking: | |
| Wednesday | p. 138-141 14B, 14C CEFR CD 2 p. 61-63 | Organize a picnic celebration and discuss what to take, share opinions, experiences and ideas on the circular economy, discuss gift-giving and choose presents for different occasions Developing conversations: Explaining what you need and don't need Grammar: Defining relative clauses, talking about rules | |
| Thursday | p. 142-143 Writing 7 CEFR CD 2 p. 63-64 | Vocabulary: Things for trips and days out, waste and recycling, compound nouns Reading: An article about recycling, reducing and repairing Listening: | |
| Friday | p. 144-145 Review 7, G&V CEFR CD 2 p. 64-65 | Two friends plan a trip and what to take, five people talk about presents | |
| W14 6 - 10 January 2025 + 13 January (Make-up) | Unit 15 Money Unit 16 Events Revision | Unit 15 Money Speaking: Roleplay a conversation about the economy, try to persuade people to support a particular charity, discuss the best way to react in different money-related situations Developing conversations: Comparing prices | Spark + Unit Revision + Handouts |

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| Monday Vocabulary Day | p. 146-151 15 Opener, 15A, 15B CEFR CD 2 p. 65-67 | Grammar: Time phrases and verb forms, second conditionals Vocabulary: Talking about the economy, charities, money and banks Reading: An article about five different charities | |
| Tuesday | p. 152-157 15C, 16 Opener, 16A CEFR CD 2 p. 67-70 | Listening: Five people talk about the economy where they live, four conversations about money problems Unit 16 Events Speaking: Describe parties you've been to, discuss important events from a particular year in history, talk about an amazing day you've had | |
| Wednesday | p. 158-161 16B, 16C CEFR CD 2 p. 70-72 | Developing conversations: Asking linked questions Grammar: Articles, verb patterns (-ing form or infinitive with to) | |
| Thursday | p. 162-165 Writing 8, Review 8, G&V CEFR CD 2 p. 73-73 | Vocabulary: Describing parties, historical events Reading: An article about important events in the year 2000 Listening: Three conversations about parties, five people talk about special events they've experienced Revision | |
| Friday | Revision | | |
| 13-17 January 2025 | | 2nd Midterm <u>14 January 2025</u> | |

SYLLABUS 2024-2025

SPRING SEMESTER

Level: B1+

Resource/Book: NGL OUTCOMES Intermediate and Upper-Intermediate /with online platform Spark/

CEFR correlation: OUTCOMES INTERMEDIATE CEFR CORRELATION FRAMEWORK LEVEL B1-B2 document (CEFR CD 3) (SFL shared folder) & OUTCOMES UPPER-INTERMEDIATE CEFR CORRELATION FRAMEWORK LEVEL B2 document (CEFR CD 4) (SFL shared folder)

| Week | Unit | Content | Extra Practice |
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| OUTCOMES Intermediate Student's Book | | | |
| W1 10 - 14 February 2025 | <u>Unit 1</u> First class <u>Unit 2</u> Feelings <u>Unit 3</u> Time off | <u>Unit 1</u> First class Speaking: Get to know people you've just met, share and discuss language-learning tips, compare study goals and needs and find a study partner Developing conversations: Asking follow-up questions Grammar: | Spark + Unit Revision + Handouts |

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| Monday Vocabulary Day | p. 6-11 1 Opener, 1A, 1B CEFR CD 3 p. 3-5 | Auxiliary verbs, present simple and present continuous Vocabulary: All about me, learning languages Reading: A blog post about amazing language learners Listening: Two conversations in which people meet for the first time, four extracts about language learning | |
| Tuesday | p. 12-17 1C, 2 Opener, 2A CEFR CD 3 p. 5-8 | Unit 2 Feelings Speaking: Talk about how you feel and why, share stories about particular times in your life, talk about negative feelings and how to deal with them Developing conversations: Response expressions Grammar: Linking verbs, telling stories | |
| Wednesday | p. 18-23 2B, 2C, Writing 1 CEFR CD 3 p. 8-13 | Vocabulary: Feelings, adjectives with –ed and –ing Reading: An article about how one man overcame his biggest fear Listening: Two conversations about how people are feeling, four people describe difficult situations | |
| Thursday | p. 24-29 Review 1, G&V, 3 Opener, 3A CEFR CD 3 p. 13-15 | Unit 3 Time off Speaking: Roleplay a conversation recommending places to visit, talk about public holidays and your plans for the next one, research and plan a one-week holiday Developing conversations: Giving and responding Grammar: | |

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| Friday | p. 30-33 3B, 3C CEFR CD 3 p. 16-18 | Future plans, present perfect simple Vocabulary: Places of interest, public holidays, choosing a holiday Reading: An article about different public holidays in the world Listening: A conversation between a tourist and a hotel receptionist, a podcast on travel | |
| W2 17 – 21 February 2025 | Unit 4 Interests Unit 5 Working life | Unit 4 Interests Speaking: Have conversations about free-time activities, talk about aspects of music and why you like/ don't like them, do a survey into people's use of local facilities and how to improve them Developing conversations: Are you any good? Grammar: Habit and frequency, present perfect continuous and past simple for duration Vocabulary: Free time activities, musical tastes, competition Reading: Forum posts about music playlists Listening: Three conversations about free-time activities, two people talk about a hidden talent | Spark + Unit Revision + Handouts |
| Monday Vocabulary Day | p. 34-37 4 Opener, 4A CEFR CD 3 p. 18-19 | Unit 5 Working life Speaking: Have conversations about free-time activities, talk about aspects of music and why you like/ don't like them, do a survey into people's use of local facilities and how to improve them Developing conversations: Are you any good? Grammar: Habit and frequency, present perfect continuous and past simple for duration Vocabulary: Free time activities, musical tastes, competition Reading: Forum posts about music playlists Listening: Three conversations about free-time activities, two people talk about a hidden talent | |
| Tuesday | p. 38-41 4B, 4C CEFR CD 3 p. 19-22 | Unit 5 Working life Speaking: Have conversations about free-time activities, talk about aspects of music and why you like/ don't like them, do a survey into people's use of local facilities and how to improve them Developing conversations: Are you any good? Grammar: Habit and frequency, present perfect continuous and past simple for duration Vocabulary: Free time activities, musical tastes, competition Reading: Forum posts about music playlists Listening: Three conversations about free-time activities, two people talk about a hidden talent | |
| Wednesday | p. 42-45 Writing 2, Review 2, G&V CEFR CD 3 p. 24-25 | Unit 5 Working life Speaking: Have conversations about free-time activities, talk about aspects of music and why you like/ don't like them, do a survey into people's use of local facilities and how to improve them Developing conversations: Are you any good? Grammar: Habit and frequency, present perfect continuous and past simple for duration Vocabulary: Free time activities, musical tastes, competition Reading: Forum posts about music playlists Listening: Three conversations about free-time activities, two people talk about a hidden talent | |
| Thursday | p. 46-49 5 Opener, 5A CEFR CD 3 p. 26-27 | Unit 5 Working life Speaking: Have conversations about free-time activities, talk about aspects of music and why you like/ don't like them, do a survey into people's use of local facilities and how to improve them Developing conversations: Are you any good? Grammar: Habit and frequency, present perfect continuous and past simple for duration Vocabulary: Free time activities, musical tastes, competition Reading: Forum posts about music playlists Listening: Three conversations about free-time activities, two people talk about a hidden talent | |

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| Friday | p. 50-53 5B, 5C CEFR CD 3 p. 27-30 | A magazine article about different jobs Listening: Three conversations about what jobs people do, three conversations about rules at work | |
| W3 24 - 28 February 2025 | Unit 6 Buying and selling Unit 7 Eating | Unit 6 Buying and selling Speaking: Roleplay a conversation in a phone shop, discuss how the way we shop is changing, practise buying/selling things and trying to get a good price Developing conversations _Avoiding repetition Grammar: Comparisons, noun phrases Vocabulary: Choosing new technology, clothes and accessories, buying and selling | Spark + Unit Revision + Handouts |
| Monday Vocabulary Day | p. 54-57 6 Opener, 6A CEFR CD 3 p. 30-31 | Reading: A quiz about clothes shopping habits Listening: A conversation in a mobile phone shop, four people describe different souvenirs | |
| Tuesday | p. 58-61 6B, 6C CEFR CD 3 p. 32-33 | Unit 7 Eating Speaking: Create and explain a menu in your language to someone in English, talk about personal and cultural habits in diet and eating, make plans for a food business and present it to the class Developing conversations: Describing dishes | |
| Wednesday | p. 62-65 Writing 3, Review 3, G&V CEFR CD 3 p. 34-35 | Grammar: Generalizations and tend to, first conditionals Vocabulary: Talking about food, diet and the food industry Reading: | |
| Thursday | p. 66-69 7 Opener, 7A CEFR CD 3 p. 35-37 | | |

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| Friday | p. 70-73 7B, 7C CEFR CD 3 p. 37-39 | An article about the use of colour in food and the food industry Listening: A conversation between colleagues in a restaurant, A podcast about starting a food business | |
| W4 3 - 7 March 2025 | Unit 8 Education Unit 9 Houses | Unit 8 Education Speaking: Have conversations about courses you've done/ you're doing, share information and discuss what's effective in education, have a debate about educational issues Developing conversations: Showing you understand Grammar: Future time clauses, second conditionals Vocabulary: Describing courses, forming nouns, schools and universities | Spark + Unit Revision + Handouts |
| Monday Vocabulary Day | p. 74-77 8 Opener, 8A CEFR CD 3 p. 40-41 | Reading: An article about educational research Listening: Two colleagues talk about a course, four extracts about situations and issues at school/ university | |
| Tuesday | p. 78-81 8B, 8C CEFR CD 3 p. 41-43 | Unit 9 Houses Speaking: Roleplay a conversation about a friend's new home, talk about social and economic changes, roleplay a conversation between a student and a host Developing conversations: Explaining how big a place is | |
| Wednesday | p. 82-85 Writing 4, Review 4, G&V CEFR CD 3 p. 44-45 | Grammar: Present perfect simple and present perfect continuous, comparing now and the past Vocabulary: Describing homes and places to live Reading: | |
| Thursday | p. 86-89 9 Opener, 9A CEFR CD 3 p. 46-47 | | |

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| Friday | p. 90-93 9B, 9C CEFR CD 3 p. 47-51 | An article about housing in South Korea and the UK Listening: Two people talk about their friends' new apartment, four conversations about places to live | |
| W5 10 – 14 March 2025 | Unit 10 Going out Unit 11 The natural world | Unit 10 Going out Speaking: Invite people to a cultural event, describe nights out, research and plan a class outing Developing conversations: Explaining where places are | Spark + Unit Revision + Handouts |
| Monday Vocabulary Day | p. 94-97 10 Opener, 10A CEFR CD 3 p. 52-53 | Grammar: Quantifiers, future in the past Vocabulary: Cultural events, idioms, describing events Reading: | |
| Tuesday | p. 98-101 10B, 10C CEFR CD 3 p. 54-57 | An article about nights out around the world Listening: Two friends arrange to go out, three conversations about what people did last night Unit 11 | |
| Wednesday | p. 102-105 Writing 5, Review 5, G&V CEFR CD 3 p. 58-59 | The natural world Speaking: Share stories about encounters with animals, tell each other about different challenges, discuss how the profits from natural resources might best be used Developing conversations: Helping people tell stories Grammar: | |
| Thursday | p. 106-109 11 Opener, 11A CEFR CD 3 p. 60-61 | Managed to, be able to and be forced to, passives Vocabulary: Identifying animals, challenges and achievements, natural resources Reading: An article about a mountain climber | |
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| Friday | p. 110-113 11B, 11C CEFR CD 3 p. 61-64 | Listening: Three conversations about animals, a lecture about natural resources | |
| W6 17 - 21 March 2025 | <u>Unit 12</u> People I know <u>Unit 13</u> Journeys <u>Unit 14</u> Technology | <u>Unit 12</u> People I know Speaking: Have conversations about people you know and find similarities, discuss the role of grandparents, discuss findings of studies on friendship and age Developing conversations: That's like.... Grammar: Talking about memories, expressing regret using wish | Spark + Unit Revision + Handouts |
| Monday Vocabulary Day | p. 114-119 12 Opener, 12A, 12B CEFR CD 3 p. 64-67 | Vocabulary: Talking about character, friendships Reading: An article about becoming a grandparent Listening: Two friends discuss what other people are like, five people talk about a shared friend | |
| Tuesday | p. 120-125 12C, Writing 6, Review 6, G&V CEFR CD 3 p. 68-71 | <u>Unit 13</u> Journeys Speaking: Describe a terrible journey, reflect on past events, roleplay a conversation about a travel problem Developing conversations: How come? Grammar: Third conditionals, should have | |
| Wednesday | p. 126-131 13 Opener, 13A, 13B CEFR CD 3 p. 71-76 | Vocabulary: Phrasal verbs, extreme adjectives Reading: An article about one refugee's remarkable journey Listening: | |

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| <p>Thursday</p> | <p>p. 132-137 13C, 14 Opener, 14A</p> <p>CEFR CD 3 p. 76-78</p> | <p>Two conversations about bad journeys, four conversations about travel problems</p> <p>Unit 14 Technology Speaking: Roleplay conversations about tech problems, discuss issues around video gaming, decide how useful different apps and gadgets are Developing conversations: Sorting out problems</p> | |
| <p>Friday</p> | <p>p. 138-143 14B, 14C, Writing 7</p> <p>CEFR CD 3 p. 79-83</p> | <p>Grammar: Articles, infinitive with to or- ing form Vocabulary: Computer problems, apps and gadgets Reading: An article about jobs in the gaming industry Listening: Four phone calls reporting IT issues, a podcast about apps</p> | |
| <p>W7 24 – 28 March 2025</p> <p>29 March 2025 – Half-day Holiday 30 March – 1 April 2025 - Holiday + 2-3 April 2025 (Make-up) + 4 April 2025 (Make-up)</p> | <p>Unit 15 Injuries and illness Unit 16 News and events</p> <p>Revision</p> | <p>Unit 15 Injuries and illness Speaking: Roleplay patient- doctor conversations, discuss health warnings and your response to them, tell and retell stories about accidents Developing conversations: Short questions with any Grammar: Adverbs, reported speech Vocabulary: Symptoms and treatments, word class and suffixes, accidents and injuries Reading: A blog post about parental health warnings Listening: Two patient-doctor conversations in a hospital, a conversation about an accident</p> | <p>Spark + Unit Revision + Handouts</p> |
| <p>Monday</p> <p>Vocabulary Day</p> | <p>p. 144-149 Review 7, G&V, 15 Opener, 15A</p> <p>CEFR CD 3 p. 84-86</p> | <p>Unit 16 News and events Speaking: Have conversations about different news stories, discuss your views on fame, celebrities and culture, create and do a quiz about people in history and the news Developing conversations: Introducing and commenting and commenting on news</p> | |
| <p>Tuesday</p> | <p>p. 150-153 15B, 15C</p> <p>CEFR CD 3 p. 86-89</p> | | |

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| Wednesday | p. 154-159 16 Opener, 16A, 16B CEFR CD 3 p. 89- 92 | Grammar: Reporting verbs, defining relative clauses Vocabulary: News stories, important figures Reading: An article about celebrity news | |
| Thursday | p. 160-165 16C, Writing 8, Review 8, G&V CEFR CD 3 p. 92- 95 | Listening: Five short conversations about news stories, three conversations about historic figures Revision | |
| Friday | Revision | | |
| 7 – 11 April 2025 | 3rd Midterm 8 April 2025 | | |
| OUTCOMES Upper-Intermediate Student's Book | | | |
| W8 14 -18 April 2025 | <u>Unit 1</u> Entertainment <u>Unit 2</u> Sightseeing | <u>Unit 1</u> Entertainment Speaking: Discuss how you spend your free time, discuss different films and Tv series, talk about pictures and art Developing conversations: Disagreeing politely | Spark + Unit Revision + Handouts |
| Monday Vocabulary Day | p. 6-11 1 Opener, 1A, 1B CEFR CD 4 p. 3-5 | Grammar: Habits, Adjectives and adverbs Vocabulary: Describing films, music and books, plots, talking about pictures Reading: An article about the boom in non-English-language programming | |
| Tuesday | p. 12-17 1C, 2 Opener, 2A CEFR CD 4 p. 6-9 | Listening: Two people talk about films, a guide talks about paintings in an art gallery | |

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| <p>Wednesday</p> | <p>p. 18-21 2B, 2C</p> <p>CEFR CD 4 p. 9-11</p> | <p>Unit 2 Sightseeing Speaking: Practise showing people round a town or city, discuss different festivals and carnivals, share your feelings about future developments where you live</p> | |
| <p>Thursday</p> | <p>p. 22-23 Writing 1</p> <p>CEFR CD 4 p. 11-13</p> | <p>Developing conversations: Agreeing using synonyms Grammar: Relative clauses, talking about the future Vocabulary: Buildings and areas, festivals and carnivals</p> | |
| <p>Friday</p> | <p>p. 24-25 Review 1, G&V</p> <p>CEFR CD 4 p. 13-14</p> | <p>Reading: Three texts about carnival around the world Listening: Two friends visit the sights in Belgrade, five people talk about issues around tourism</p> | |
| <p>W9 21 - 25 April 2025</p> <p>23 April 2025 – Holiday</p> | <p>Unit 3 Things you need</p> <p>Unit 4 Society</p> <p>Unit 5 Sports and Interests</p> | <p>Unit 3 Things you need Speaking: Discuss solutions to practical problems, talk about tidiness and collecting things, talk about a time when you had a problem with something you bought Developing conversations: Explaining and checking Grammar: Explaining purpose, should and should have Vocabulary: Useful things, collecting things, how things go wrong Reading: A blog post about collecting and hoarding Listening: A man talks about something he needs, a radio show about consumer rights</p> | <p>Spark + Unit Revision + Handouts</p> |
| <p>Monday</p> <p>Vocabulary Day</p> | <p>p. 26-31 3 Opener, 3A, 3B</p> <p>CEFR CD 4 p. 14-17</p> | | |

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| Tuesday | p. 32-37 3C, 4 Opener, 4A CEFR CD 4 p. 17-20 | Unit 4 Society Speaking: Talk about the state of a country and the economy, discuss global issues and solutions, discuss news stories about social issues Developing conversations: Showing understanding Grammar: So and such, comparatives with the... the... | |
| Wednesday | p. 38-43 4B, 4C, Writing 2 CEFR CD 4 p. 21-25 | Vocabulary: The government, economics and society, development goals, campaigns Reading: An article about reducing inequality Listening: Two people talk about the situation in their country, five short news stories about social issues | |
| Thursday | p. 44-49 Review 2, G&V, 5 Opener, 5A CEFR CD 4 p. 25-28 | Unit 5 Sports and Interests Speaking: Roleplay conversations about future arrangements, talk about past mistakes and regrets, discuss past and present interest Developing conversations: Checking what you heard Grammar: Past modals, the present perfect simple and continuous | |
| Friday | p. 50-53 5B, 5C CEFR CD 4 p. 28-31 | Vocabulary: Health and fitness, sport, injuries and accidents Reading: An article about the benefits of sport Listening: Three conversations about free-time activities, three people talk about someone who loves extreme activities | |
| W10 28 April - 02 May 2025 1 May 2025 - Holiday | Unit 6 Accommodation Unit 7 Nature | Unit 6 Accommodation Speaking: Talk about places you have stayed in discuss culture shock and your experiences of it, practise ways of resolving problems Developing conversations: Negative questions | Spark + Unit Revision + Handouts |

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| Monday Vocabulary Day | p. 54-57 6 Opener, 6A CEFR CD 4 p. 31-33 | Grammar: Modifiers, have/get something done Vocabulary: Where you stayed, common idioms Reading: | |
| Tuesday | p. 58-61 6B, 6C CEFR CD 4 p. 33-36 | Four emails from someone who has moved abroad Listening: Two conversations where people talk about places they have stayed, an extract from a radio programme about culture shock, four conversations about accommodation problems | |
| Wednesday | p. 62-65 Writing 3, Review 3, G&V CEFR CD 4 p. 36-38 | <u>Unit 7</u> Nature Speaking: Discuss different types of weather, practise relating news stories about pets and wildlife, discuss attitudes to nature through different quotes Developing conversations: Making stories more dramatic | |
| Thursday | p. 66-69 7 Opener, 7A CEFR CD 4 p. 38-40 | Grammar: Narrative forms, participle clauses Vocabulary: Weather the storm, plants and metaphor Reading: | |
| Friday | p. 70-73 7B, 7C CEFR CD 4 p. 40-43 | Four news stories about animals in the headlines Listening: Two people share experiences of extreme weather, five conversations connected to plants | |
| W11 5 - 9 May 2025 | <u>Unit 8</u> Crime and punishment <u>Unit 9</u> Careers and studying | <u>Unit 8</u> Crime and punishment Speaking: Have conversations about crimes, relate and discuss recent trends including their causes and results, debate different statements about crime and society Developing conversations: Comments and questions | Spark + Unit Revision + Handouts |

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| <p>Monday</p> <p>Vocabulary Day</p> | <p>p. 74-77 8 Opener, 8A</p> <p>CEFR CD 4 p. 43-45</p> | <p>Grammar: Showing degrees of certainty with modal verbs, nouns with prepositions</p> <p>Vocabulary: Crimes, trends and statistics, crime and punishment</p> <p>Reading: An article about crime trends in Riga and around the world</p> | |
| <p>Tuesday</p> | <p>p. 78-81 8B, 8C</p> <p>CEFR CD 4 p. 45-48</p> | <p>Listening: Three conversations about crimes, a radio programme about different attitudes to punishment and rehabilitation</p> | |
| <p>Wednesday</p> | <p>p. 82-85 Writing 4, Review 4, G&V</p> <p>CEFR CD 4 p. 48-50</p> | <p>Unit 9 Careers and studying</p> <p>Speaking: Roleplay conversations about how your job is going, talk about people and events that have had a big impact on you, give a short presentation</p> <p>Developing conversations: Feelings about the future</p> | |
| <p>Thursday</p> | <p>p. 86-89 9 Opener, 9A</p> <p>CEFR CD 4 p. 50-52</p> | <p>Grammar: Conditionals with present forms, conditionals with past forms</p> <p>Vocabulary: Working life, introducing a presentation</p> <p>Reading: Four texts about first jobs</p> | |
| <p>Friday</p> | <p>p. 90-93 9B, 9C</p> <p>CEFR CD 4 p. 52-56</p> | <p>Listening: A conversation between two friends about their jobs, an extract from a podcast about young people and the job market, a presentation about the PISA study</p> | |
| <p>W12 12 - 16 May 2025</p> | <p>Unit 10 Socializing</p> <p>Unit 11 Travel and Transport</p> <p>Unit 12 health and medicine</p> | <p>Unit 10 Socializing</p> <p>Speaking: Plan a celebration with friends, talk about embarrassing social mistakes, discuss attitudes towards small talk</p> <p>Developing conversations: Arranging to meet</p> <p>Grammar: The future perfect, Question tags</p> <p>Vocabulary:</p> | <p>Spark + Unit Revision + Handouts</p> |

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| <p>Monday</p> <p>Vocabulary Day</p> | <p>p. 94-99 10 Opener, 10A, 10B</p> <p>CEFR CD 4 p. 56-59</p> | <p>Celebrating, parties</p> <p>Reading: An article about people making embarrassing mistakes</p> <p>Listening: A conversation between three friends planning a celebration, five conversations about social situations</p> <p>Unit 11</p> | |
| <p>Tuesday</p> | <p>p. 100-105 10C, Writing 5, Review 5, G&V</p> <p>CEFR CD 4 p. 59-63</p> | <p>Travel and Transport</p> <p>Speaking: Roleplay a conversation to rent a car, share and rate recommendations of travel media, Discuss your feelings about driving and transport</p> <p>Developing conversations: Expressing surprise or shock</p> <p>Grammar: Compound adjectives, empathetic structures</p> <p>Vocabulary:</p> | |
| <p>Wednesday</p> | <p>p. 106-111 11 Opener, 11A, 11B</p> <p>CEFR CD 4 p. 63-67</p> | <p>Problems when renting, driving</p> <p>Reading: A blog recommending films, books and podcasts about travel</p> <p>Listening: A conversation in a car rental office, five people talk about problems related driving</p> <p>Unit 12</p> | |
| <p>Thursday</p> | <p>p. 112-117 11C, 12 Opener, 12A</p> <p>CEFR CD 4 p. 67-70</p> | <p>health and medicine</p> <p>Speaking: Explain a health problem and sympathize, discuss the connections between humour and health, share opinions on medical tourism</p> <p>Developing conversations: Passing on messages</p> <p>Grammar: Positive expectations and changed plans, not only/not just...</p> <p>Vocabulary:</p> | |

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| Friday | p. 118-123 12B, 12C, Writing 6 CEFR CD 4 p. 70-74 | Health problems, parts of the body and operations Reading: An article about the role of humour in healthcare Listening: Two telephone conversations about health problems and cancelling arrangements, a radio programme about medical tourism | |
| W13 19-23 May 2025 | <u>Unit 13</u> Life-changing events <u>Unit 14</u> Banks and money | <u>Unit 13</u> Life-changing events Speaking: Share news about people, share good and bad advice, discuss values and ideas that are important to you Developing conversations: Showing uncertainty Grammar: The past perfect simple and continuous, be always/constantly- ing, wish and would Vocabulary: Major life events, values and concepts Reading: An article about self-care Listening: Two conversations where people give news about old friends, four people talk about ceremonies or rites they have experienced | Spark + Unit Revision + Handouts |
| Monday Vocabulary Day | p. 124-129 Review 6, 13 Opener, 13A CEFR CD 4 p. 74-76 | Unit 14 Banks and money Speaking: Roleplay conversations about money problems, talk about wishes and regrets, take part in a debate about money Developing conversations: Apologizing and offering explanations Grammar: Passives, wish | |
| Tuesday | p. 130-133 13B, 13C CEFR CD 4 p. 77-79 | | |
| Wednesday | p. 134-139 14 Opener, 14A, 14B CEFR CD 4 p. 79-83 | | |

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| <p>Thursday</p> | <p>p. 140-143 14C, Writing 7</p> <p>CEFR CD 4 p. 83-85</p> | <p>Vocabulary: Money problems, metaphors connected to money</p> <p>Reading: A Chinese folk tale about attitudes to work and wealth</p> <p>Listening: Two conversations involving problems with banks and money, two speakers take part in a debate about banning lotteries</p> | |
| <p>Friday</p> | <p>p. 144-145 Review 7</p> <p>CEFR CD 4 p. 85-86</p> <p>Revision</p> | <p>Revision</p> | |
| <p>W14 26-30 May 2025 + 2-3 June 2025 (Make-up)</p> | <p>Unit 15 Food</p> <p>Unit 16 Business</p> <p>Revision</p> | <p>Unit 15 Food</p> <p>Speaking: Have conversations about how to make dishes, discuss food, meals and cookery, explain and discuss food-related news stories Developing conversations: Vague language</p> <p>Grammar: Linking words, patterns after reporting verbs</p> | <p>Spark + Unit Revision + Handouts</p> |
| <p>Monday</p> <p>Vocabulary Day</p> | <p>p. 146-151 15 Opener, 15A, 15B</p> <p>CEFR CD 4 p. 86-89</p> | <p>Vocabulary: Food and cooking, prefixes</p> <p>Reading: A blog post about food on TV and in films</p> <p>Listening: Two people talk cooking a dish, four news stories about food</p> | |
| <p>Tuesday</p> | <p>p. 152-157 15C, 16 Opener, 16A</p> <p>CEFR CD 4 p. 89-93</p> | <p>Unit 16 Business</p> <p>Speaking: Call about a business issue and arrange a meeting, discuss the qualities of successful people, present and discuss ideas for a business investment Developing conversations: Using would to show formality</p> <p>Grammar: The future continuous, expressing obligation and ability</p> | |
| <p>Wednesday</p> | <p>p. 158-161 16B, 16C</p> <p>CEFR CD 4 p. 93-96</p> | <p>Vocabulary: Business meetings and communication, how's the business doing?</p> | |

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| Thursday | p. 162-165 Writing 8, Review 8, G&V CEFR CD 4 p. 96- 98 | Reading: The profile of a new African entrepreneur Listening: Two business-related phone calls, a radio discussion about a reality TV programme. | |
| Friday | Revision | Revision | |
| 2-6 June 2025 | 4th Midterm <u>4 June 2025</u> | | |
| <u>17 June 2025</u> | A2 B1 B1+ Levels English Proficiency Exam | | |

Date of Preparation:

1st August 2024, updated 10th October 2024.