

**GIRESUN UNIVERSITY**  
**SCHOOL OF FOREIGN LANGUAGES**  
**MAINCOURSE (B1+)**

**Duration:** 16 Weeks

**Assessment Weeks:** 8<sup>th</sup> Week- Midterm Exams, 16<sup>th</sup> Week- Final Exams

**Level:** Upper-Intermediate

### **1. Course Objectives**

The objective of this course is to bridge the gap between intermediate and upper-intermediate English proficiency (CEFR B1+), transitioning students from general language use to more structured academic discourse.

#### **The course aims to:**

**Bridge to Academic Literacy:** Enhance students' reading and writing proficiency from B1 toward the B2 level, focusing on the comprehension of semi-authentic academic texts.

**Structural Development:** Introduce core academic organizational patterns (descriptive, compare/contrast, and problem-solution) at both the paragraph and short-essay levels.

**Lexical Expansion:** Build a foundational academic vocabulary and raise awareness of word formation, collocations, and register (formal vs. informal).

**Foundational Critical Thinking:** Foster the ability to identify writer stance, recognize cause-effect relationships, and distinguish between objective and subjective language.

**Productive Fluency:** Develop students' confidence in maintaining oral fluency and producing coherent written texts using emerging B2 grammatical structures.

### **2. Course Learning Outcomes (CLOs)**

Upon successful completion of this course, students will be able to:

#### **2.1. Reading and Analytical Skills**

Apply reading strategies such as skimming, scanning, and active annotation to navigate semi-authentic academic texts efficiently.

Distinguish between main ideas, supporting details, and illustrative examples within structured texts.

Interpret writer stance and identify the use of objective language in various academic contexts.

Relate visual information (maps, diagrams, charts) to corresponding written data to ensure multimodal comprehension.

## **2.2. Writing and Discourse Organization**

Construct well-organized paragraphs and short essays utilizing topic sentences, supporting evidence, and logical conclusions.

Execute specific rhetorical patterns, including descriptive, compare/contrast, and basic problem-solution structures.

Utilize cohesive devices and transitions to ensure internal consistency and flow in written work.

Engage in the writing cycle by revising and editing drafts based on peer feedback and instructor guidance.

## **2.3. Listening and Oral Interaction**

Identify key details and speaker attitudes in short lectures, interviews, and multimedia presentations delivered at a natural pace.

Follow the organizational logic of spoken discourse, such as problem-solution patterns and cause-effect sequences.

Deliver structured oral presentations on prepared topics using appropriate discourse markers and visual aids.

Maintain spontaneous interaction in discussions, demonstrating the ability to justify opinions and ask relevant follow-up questions.

## **2.4. Lexical and Grammatical Control**

Employ a broader range of topic-based vocabulary (e.g., design, science, economics) and academic collocations accurately.

Deduce the meaning of unfamiliar words using contextual clues and morphological analysis (prefixes, suffixes, compounds).

Demonstrate control over B1+ grammatical structures, including future passive forms, gerunds as subjects, reduced clauses, and basic hedging with adverbs.

Select the appropriate register and tone for different communicative contexts, distinguishing between formal and social language.

## **2.5. Academic and Collaborative Skills**

Utilize pre-writing strategies such as brainstorming and outlining to organize complex ideas logically.

Collaborate with peers on academic projects, demonstrating effective communication and collective problem-solving.

Perform successfully in high-stakes timed assessments, showing stamina in reading comprehension and essay writing.

## **3. Instructional Philosophy**

The course is grounded in a **Communicative and Task-Based Language Teaching (TBLT)** framework, aligned with **CEFR B1+** standards. The pedagogical approach is defined by:

- **Integrated-Skills Instruction:** Language components (grammar and vocabulary) are treated as functional resources for communication rather than isolated rules.
- **Scaffolded Learning (i+1):** The curriculum utilizes "Skillful" and "Empower" methodologies to provide structured support, gradually increasing complexity to move learners toward B2 autonomy.
- **Authentic Engagement:** Students engage with real-world materials from sources such as TED-Ed, BBC Learning English, and Scientific American to bridge the gap between classroom learning and academic reality.
- **Collaborative and Digital Integration:** Learning is enhanced through collaborative projects and AI-powered speaking practices to build confidence and digital literacy.
- **Process-Oriented Writing:** Emphasis is placed on the writing cycle—including brainstorming, drafting, peer review, and final editing—to ensure students produce work that meets university standards.

## **4. Course Materials**

Doff, A., Thaine, C., Puchta, H., Stranks, J., & Lewis-Jones, P. (2022). *Cambridge English Empower B1+ Intermediate: Student's Book with Digital Pack* (2nd ed.). Cambridge University Press. ISBN 9781108961493.

Ostrowska, S., & Jordan, N. (2021). *Unlock level 3: Listening, speaking and critical thinking student's book with digital pack* (2nd ed.). Cambridge University Press.

Rogers, L., & Zemach, D. E. (2024). *Skillful Third Edition Level 3: Reading & Writing Student's Book with Student's App and Digital Student's Book*. Macmillan Education. ISBN 9781035123629

McCarthy, M., & O'Dell, F. (2017). *English vocabulary in use: Upper-intermediate* (4th ed.). Cambridge University Press.

## 5. Weekly Syllabus

Week	Parts to be covered	Grammar	Vocabulary	Speaking	Listening	Writing	Reading	
WEEK 1	Unlock 3 Listening & Speaking Unit 1  Skillful 3 Reading & Writing Unit 1  Oxford Academic Vocabulary Practice B1 Unit 1 -2  English Vocabulary In Use Units 1–2	Proficiency Exam and Orientation						
		Review basic tense forms in English and Turkish. Analyze meaning differences created by tense choice.	Adjectives for products	Course Introduction & Syllabus Review	Course Introduction & Syllabus Review	Practice organizing ideas -	Recognizing paraphrasing & examples	

### LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
- understand the course objectives, assessment criteria, and weekly expectations.
- introduce themselves and participate in short, guided classroom discussions using familiar language
- recognize internal paraphrasing and examples in academic texts and identify descriptive language used for products
- apply effective vocabulary learning strategies
- organize vocabulary systematically using notebooks or digital tools
- reflect on their personal vocabulary learning preferences.

Week	Units to be covered	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
WEEK 2	Empower B1+ – Unit 1: Talk (SB pp. 7–15) – Sections 1A–1C  Skillful 3 Reading & Writing Unit 1	Can for universal truths,  Subject and object questions; Present simple and present continuous.	Friendship and communication; Gradable and extreme adjectives.	Expressing opinions, and describing experiences, guided speaking  Create a talk for a specific audience;	Take notes; listen for contrasting ideas; listen for signposting language.  Watch and understand a	Organizing ideas,  Write a descriptive paragraph on a handmade object,	Article: But are they real friends?;  Article: Can you really learn a language in 22 hours?

	Unlock 3 Listening & Speaking Unit 5: Health and Fitness  Oxford Academic Vocabulary Practice B1  English Vocabulary In Use Units 3-4			organize information for a presentation	video about brain health.  Listen for attitude; identify references to common knowledge.  Three monologues: Online friendships; At the flower shop.		
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### LEARNING OBJECTIVES

By the end of the week, learners will be able to...

#### 1A

By the end of the lesson, students will be able to:

- apply a lexical set of communication types accurately in context
- interpret and summarize key information from an article about intergenerational communication
- construct subject and object questions correctly in spoken and written form
- identify and analyze the main points from a talk about communication problems between generations
- recount and explain recent personal experiences of communicating with different people

#### 1B

By the end of the lesson, students will be able to:

- describe and discuss their experiences of learning a new language
- interpret and summarize the main ideas from an article about a language-learning app
- produce accurate sentences using the present simple and present continuous
- differentiate between gradable and extreme adjectives and apply them correctly in context
- recount and reflect on personal experiences of learning English

#### 1C

By the end of the lesson, students will be able to:

- interpret the main ideas from informal conversations where people give and respond to opinions
- apply appropriate phrases for giving and responding to opinions in spoken interaction
- identify pauses in word groups during listening and speaking tasks
- produce accurate use of me too / me neither when agreeing with positive and negative statements
- express and respond to opinions appropriately in informal conversations
- understand the main ideas and specific details in a video about brain health (Unit 5, LS pp. 104–105).
- identify speakers' attitudes and references to common knowledge in spoken texts.
- respond to comprehension and opinion questions in a short speaking task related to health topics.
- write a short descriptive paragraph with clear organization and supporting details
- use monolingual and bilingual dictionaries effectively
- infer the meanings of unfamiliar words from contextual clues.

Week	Units to be covered	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
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Week 3	Empower B1+ Unit 1 Completion & Unit 2 Introduction (SB pp. 16-27) – 1D, Review, 2A–2C Unlock 3 Listening & Speaking Unit 5: Health and Fitness Skillful 3 Reading & Writing Unit 2 English Vocabulary In Use Units 5-7	Past perfect and sequencing , Present perfect and past simple; Present perfect and present perfect continuous	Compare/contrast adjectives, Work; Technology;  Phrases for making and responding to suggestions.	Life stories,  Brainstorm and evaluate ideas using an ideas map.  Understand and use phrasal verbs.  Discussing experiences of job interviews and training; Evaluating technology and app use;  Sounding sympathetic or pleased.	Conversation : Learning vocabulary;  Radio show: likeability; A problem	Outline for compare/contrast essay	Friendships and family relationships , ellipsis & questions,  Article: <i>What kind of learner are you?</i> ; Article: <i>Not the best interview I've ever had!</i> ; Article: <i>What's your favourite app?</i>
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#### LEARNING OBJECTIVES

By the end of the week, learners will be able to...

1D

By the end of the lesson, students will be able to:

- interpret key points from a conversation about different ways of learning vocabulary
- summarize the main ideas from an article outlining different learning styles
- apply phrases for introducing a purpose in their writing
- use pronouns accurately to refer to previously mentioned ideas in written texts
- compose a short guide explaining how to learn a new skill

2A

By the end of the lesson, students will be able to:

- interpret the main ideas in texts and conversations about interviews, work skills, and technology
- describe and discuss personal experiences of job interviews, work, and training
- explain and give opinions about the use of modern technology, especially apps
- recount and compare experiences and past activities using target structures
- apply appropriate phrases to make and respond to suggestions in role-play situations
- compose an email that gives news using appropriate structure and register

2B

By the end of the lesson, students will be able to:

- apply a lexical set of technology-related vocabulary in context
- summarize the main points of an article about apps
- produce accurate sentences using the present perfect and present perfect continuous to describe experiences and past activities
- discuss and evaluate experiences of being addicted to different kinds of technology

2C

By the end of the lesson, students will be able to:

- interpret the main ideas in informal conversations where people discuss problems
- apply appropriate phrases for making suggestions in spoken interaction
- produce appropriate phrases to sound sympathetic or pleased in response to others
- identify the main stress in sentences during listening and speaking tasks

- describe recent personal problems and propose suitable suggestions in conversation
- brainstorm, organize, and evaluate ideas using an ideas map for a health-related topic.
- understand and correctly use common phrasal verbs related to health and lifestyle (Unit 5, LS pp. 109–116).
- participate in informal discussions expressing opinions about health habits.
- understand ellipsis and the function of questions in texts and outline a compare-and-contrast essay.
- use topic-specific vocabulary related to countries, weather, and physical appearance accurately in spoken and written descriptions.

Week	Units to be covered	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
Week 4	Empower B1+  Unit 2 Completion & Unit 3 Introduction (SB pp. 28-37) – 2D, Review, 3A–3B  Unlock 3 Listening & Speaking Unit 5: Health and Fitness  English Vocabulary In Use Units 8-10	Modals and adjectives of personality,  Narrative tenses; used to and usually.	Relationships; Multi-word verbs.	Online adverts a presentation about threats to an endangered species  Use problem–solution organization; present persuasively.  Give a presentation to a group of students about an idea for a health product or programme	Describing people, Conversation: life changes; Two monologues: being a twin.	In-class short writing	An email about a new job; Article: 60 years and 1,000 miles; Article: Twin tales.

#### LEARNING OBJECTIVES

By the end of the week, learners will be able to...

2D

By the end of the lesson, students will be able to:

- interpret the main points from a conversation about life changes
- summarize the content of an informal email giving personal news
- integrate additional information accurately when writing
- compose an informal email giving good news using appropriate style and register

3A

By the end of the lesson, students will be able to:

- apply a lexical set about relationships accurately in spoken and written contexts
- demonstrate linking of sounds in connected speech during controlled practice activities
- interpret and summarize the main ideas from an article about a story of friendship
- produce accurate use of narrative tenses to describe past events
- recount and explain how a close friendship began using target language

3B

By the end of the lesson, students will be able to:

- interpret the main ideas from a text about a set of twins
- identify and summarize key details from a listening about two girls' childhood
- apply multi-word verbs accurately in sentences and conversations
- construct statements using used to and usually to describe past and present habits

- describe and discuss a family tradition in spoken interaction
- organize spoken ideas using a problem–solution structure.
- give a short, prepared persuasive presentation proposing a health product or programme (Unit 5, LS p. 121).
- answer simple follow-up questions after a presentation.
- demonstrate comprehension of Units 1–2 through reading and short writing tasks.
- describe personality traits and relationships using appropriate adjectives and collocations in relevant contexts.

Week	Units to be covered	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
Week 5	Empower B1+ Unit 3 Completion & Unit 4 Introduction (SB pp. 38-45) – 3C–3D, Review, 4A (Quiz)  Unlock 3 Listening & Speaking Unit 6: Discovery and Invention  Skillful 3 Reading & Writing Unit 2  English Vocabulary In Use Units 11-13	Hedging with adverbs, Modals and phrases of ability (present and past).	Ability; Phrases for reacting to stories.	Reacting to what people say; Explaining personal successes.	Watch and understand a video about research scientists.  Understand references to earlier ideas; understand lecture organization  Informal conversations (storytelling); Radio programme: successful people.	Storytelling and writing, Compare-contrast essay, Essay on emotional vs. rational intelligence	An email about how great-grandparents met; Article: When will I be famous?

#### LEARNING OBJECTIVES

By the end of the week, learners will be able to...

3C

By the end of the lesson, students will be able to:

- interpret the main ideas in informal conversations where people tell personal stories
- apply appropriate phrases for reacting to what others say in conversation
- produce appropriate phrases when starting, finishing, or adding new information in a story
- identify the main stress in word groups during listening and speaking tasks
- compose and narrate a short story about a recent personal experience

3D

By the end of the lesson, students will be able to:

- interpret the main points of a spoken story
- summarize the content of an email that provides additional information about a story
- apply phrases to describe points or periods of time when recounting a story
- write a short biography of someone they know or know about, using appropriate narrative structure

4A

By the end of the lesson, students will be able to:

- apply a lexical set related to ability in spoken and written contexts
  - interpret and summarize the main points of a radio programme about talented people
  - construct sentences using modals and phrases of ability to describe present and past skills
  - describe and explain personal successes and the factors that contributed to them
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- understand the main points and organization of a talk or video about scientific discoveries (Unit 6, LS pp. 127–131).
  - identify references to earlier ideas in spoken academic-style texts.
  - take brief notes while listening to a structured presentation.
  - hedge statements using adverbs and write a compare-and-contrast essay supported with examples.
  - use vocabulary related to home, everyday problems, and global issues to discuss real-life situations and current topics.

Week	Units to be covered	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
Week 6	Empower B1+ Unit 4: Personality (SB pp. 46–54) – 4A–4D  Unlock 3 Listening & Speaking Unit 6: Discovery and Invention  Skillful 3 Reading & Writing Unit 3  English Vocabulary In Use Units 14-16	Grammar Use passive verb forms.  Modals and phrases of ability; Articles.	Collocations with problem  Personality adjectives; -ed and -ing adjectives.	Summarize information using Wh-questions.  Describing a person and feelings; Offering and asking for help (using question tags).	Everything is gone (wildfires)  Two monologues: personality types; Asking for help; Three monologues: websites.		Word parts, POV, identifying problems,  Article: Why the world needs introverts; Three online adverts.

#### LEARNING OBJECTIVES

By the end of the week, learners will be able to...

4A

By the end of the lesson, students will be able to:

- apply a lexical set related to ability in spoken and written contexts
- interpret and summarize the main points of a radio programme about talented people
- construct sentences using modals and phrases of ability to describe present and past skills
- describe and explain personal successes and the factors that contributed to them

4B

By the end of the lesson, students will be able to:

- produce accurate sentences using -ed and -ing adjectives to describe things, people, and feelings
- interpret and summarize the main ideas from an article about introverts
- apply a lexical set of personality adjectives correctly in context
- use articles accurately in sentences
- recount and describe a time when they experienced strong feelings

4C

By the end of the lesson, students will be able to:

- interpret the main ideas in informal conversations where people offer and ask for help
- construct question tags correctly to check information
- demonstrate appropriate intonation when using question tags
- apply suitable phrases to offer and ask for help in conversations
- sustain informal conversations by offering and asking for help appropriately

4D

By the end of the lesson, students will be able to:

- interpret the main points from conversations where people describe websites they used
- identify key information and persuasive techniques in online adverts
- analyze the style and language features of informal adverts
- compose an informal online advert using appropriate style and vocabulary
- summarize spoken information using WH- questions.
- use passive verb forms accurately when describing inventions and processes (Unit 6, LS pp. 133–134).
- exchange information clearly in pair and group speaking activities.
- deduce meaning from word parts and identify the writer’s point of view in environmental texts.
- use lexical items related to education, higher education, and work to talk about academic and professional experiences.

Week	Units to be covered	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
Week 7	Empower B1+ Unit 4 Review & Unit 5 Start (SB pp. 55-63) – Review, 5A–5C  Unlock 3 Listening & Speaking Unit 6: Discovery and Invention  Skillful 3 Reading & Writing Unit 3  English Vocabulary In Use Units 17-19	Gerunds & reduced clauses  Future forms; Zero and first conditionals .	Environmental issues; The natural world.	Debate  Preview a topic; organize ideas; explain how something is used.  Give a presentation about an invention or discovery which has changed our lives  Making predictions about the future; Recommending places of natural beauty; Explaining reasons and results.	Scientific American excerpt,  Conversation: an environmental project; Interview: inventions inspired by nature; Talking about possible jobs.	Problem/solution essay	Brainstorm wildfire issues & solutions,  Web page: The Whitley Fund for Nature; Article: Animals have adapted to survive everywhere .

#### LEARNING OBJECTIVES

By the end of the week, learners will be able to...

5A

By the end of the lesson, students will be able to:

- apply a lexical set about the environment to describe problems and propose solutions
- interpret and summarize the main ideas from a text about a charity that supports environmental causes
- construct accurate sentences using future forms

- formulate and explain predictions about the future using target structures

5B

By the end of the lesson, students will be able to:

- interpret the main points of a conversation from a TV programme about inventions inspired by the natural world
- produce accurate sentences using the zero and first conditionals
- apply a lexical set about the natural world in context
- summarize the main ideas from an article about animal adaptations
- describe and recommend the best place to experience natural beauty in their country

5C

By the end of the lesson, students will be able to:

- interpret the main ideas in informal conversations where people discuss decisions they have made
- apply appropriate phrases to explain reasons, results, and examples in conversation
- demonstrate strategies to give themselves time to think during spoken interaction
- produce accurate pronunciation of voiced and unvoiced consonants
- sustain informal conversations centered around personal decisions
- use gerunds and reduced clauses and organize arguments in a problem–solution structure.
- preview a topic and organize ideas logically for a spoken presentation.
- explain how an invention or discovery works using clear sequencing language.
- give a short presentation about an invention or discovery that has changed people’s lives (Unit 6, LS pp. 141–144).
- employ vocabulary associated with business, sport, and art in discussions and short written tasks.

Week	Units to be covered	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
Week 8	MIDTERM EXAM						

Week	Units to be covered	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
Week 9	Empower B1+ Unit 5 Completion & Unit 6 Start (SB pp. 64-73) – 5D, Review, 6A–6B  Unlock 3 Listening & Speaking Unit 7: Fashion  Skillful 3 Reading & Writing Unit 4  English Vocabulary In Use Units 20-22	Modals of obligation; Comparatives and superlatives.	Verbs for change,  Compound nouns; Describing food.	Giving advice on living/working abroad; Describing a special meal.	Watch and understand a video about a College of Art graduate.  Take notes on main ideas and detail; identify auxiliary verbs for emphasis,  Nomads and desertification,  Live news report; Three monologues: culture shock; Radio show: vending machines in Japan.	Descriptive paragraph using change verbs	Annotation, structure,  Essay about water pollution; Article: Culture shock? There's an app for that; Blog: Hungry adventures.

LEARNING OBJECTIVES

By the end of the week, learners will be able to...

5D

By the end of the lesson, students will be able to:

- interpret the main points of a live news report
- summarize the key arguments from an essay about pollution
- organize an essay logically with clear structure
- apply appropriate signposting phrases when writing an essay
- compose a discussion essay on an environmental issue using correct structure and register

6A

By the end of the lesson, students will be able to:

- describe and discuss jobs they would like to do or find difficult
- recognize and construct compound nouns accurately in context
- interpret the main ideas from a conversation about a documentary
- apply a lexical set of multi-word verbs correctly in speech and writing
- produce sentences using modals of obligation to give advice
- formulate and explain advice on living or working in a different country

6B

By the end of the lesson, students will be able to:

- apply a lexical set to describe food and discuss food preparation
- interpret the main points of a radio programme about vending machines in Japan
- produce accurate sentences using comparative and superlative adjectives
- interpret and summarize the key ideas from a blog post about eating out in Singapore
- recount and describe a special meal they have made or eaten
- annotate texts, recognize text structure, and use verbs describing change.
- understand the main ideas and details in a video about a College of Art or fashion-related topic (Unit 7, LS pp. 149–153).
- take effective notes while listening.
- identify and use auxiliary verbs for emphasis in spoken English.
- use vocabulary related to cinema, music, and food to express opinions and preferences.

Week	Units to be covered	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
Week 10	Empower B1+  Unit 6 Completion & Unit 7 Start (SB pp. 74-81) – 6C–6D, Review, 7A  Unlock 3 Listening & Speaking Unit 7: Fashion  Skillful 3 Reading & Writing Unit 4  English Vocabulary	Future passive,  Modals of deduction.	Buildings; Asking for and giving recommendations.	Create a purpose statement; evaluate interview questions.  Talk about recent events and actions using adverbs; make predictions and talk about expectations for the future,  Showing surprise; Discussing places to go	A special gift; Three monologues: special occasions; Four monologues: describing buildings.	Short education essay, map comparison essay,	Reviews of a café; Web page: A more personal place to stay.

	In Use Units 23-25			out; Comparing homes.			
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### LEARNING OBJECTIVES

By the end of the week, learners will be able to...

#### 6C

By the end of the lesson, students will be able to:

- interpret the main ideas in informal conversations where people ask for and give recommendations
- apply appropriate phrases for asking for and giving recommendations in spoken interaction
- produce suitable expressions to show surprise in conversation
- demonstrate appropriate intonation to sound interested when responding to others
- sustain informal conversations by asking for and giving recommendations

#### 6D

By the end of the lesson, students will be able to:

- interpret the main points of conversations where people talk about places they go to
- summarize the content and key details from reviews of a café
- construct sentences using positive and negative phrases appropriately in reviews
- compose a written review of a place to go out to, using suitable style and vocabulary

#### 7A

By the end of the lesson, students will be able to:

- produce accurate sentences using modals of deduction in context
- apply a lexical set to describe houses and buildings appropriately
- interpret and summarize the main points from an article about alternative places to stay when travelling
- discuss and compare different types of homes and accommodation options
- create a clear purpose statement for an interview or presentation.
- evaluate interview questions and respond appropriately.
- talk about recent events and actions using adverbs, and make predictions and expectations about the future (Unit 7, LS pp. 154–160).
- compare information presented in visual sources in writing
- describe geographical features, environmental issues, and towns using appropriate upper-intermediate vocabulary.

Week	Units to be covered	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
Week 11	Empower B1+  – Unit 7: House and Home (SB pp. 82-89) – 7A–7D  Unlock 3 Listening & Speaking Unit 8: Economics  Skillful 3 Reading & Writing Unit 4  English Vocabulary In Use Units 26-28	Modals of deduction; Quantifiers.	Objective language,  Verbs and prepositions; Phrases for making offers and requests.	Ask for opinions and check information; ask follow-up questions.  Take part in an interview about attitudes on uniforms and dress codes  Describing where you live; Making offers and requests; Talking about a recent holiday.	Conversation: life in town vs. city; Visiting a friend's family; Conversation: a holiday in Florida.	Draft comparison essay with revisions	Web page: Five reasons why small towns are better than cities; Article: Top five things to do... in Miami.

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**LEARNING OBJECTIVES**

By the end of the week, learners will be able to...

7A

By the end of the lesson, students will be able to:

- produce accurate sentences using modals of deduction in context
- apply a lexical set to describe houses and buildings appropriately
- interpret and summarize the main points from an article about alternative places to stay when travelling
- discuss and compare different types of homes and accommodation options

7B

By the end of the lesson, students will be able to:

- interpret the main ideas from an informal discussion about living in towns and cities
- apply verbs with their dependent prepositions correctly in sentences and conversations
- construct sentences using quantifiers appropriately
- describe and discuss the area where they live, giving personal examples

7C

By the end of the lesson, students will be able to:

- interpret the main ideas in informal conversations where people visit others' homes
- apply appropriate phrases for making offers, requests, and asking for permission
- produce phrases that show empathy by imagining how someone else is feeling
- demonstrate polite intonation when speaking in social situations

7D

By the end of the lesson, students will be able to:

- describe and recount a recent holiday experience
- interpret information about a place to go on holiday
- summarize the main ideas from an informal conversation about holiday plans
- identify and interpret useful details in a short note
- apply phrases for offering choices in speech and writing
- compose a short note giving useful information clearly and appropriately
- revise drafts using objective language and produce a coherent comparison essay.
- ask for and give opinions politely and check information in spoken interaction.
- ask relevant follow-up questions in interviews.
- take part in an interview discussing attitudes toward uniforms and dress codes (Unit 7, LS pp. 162–166).
- use vocabulary related to the natural world, health, and medicine to discuss basic health-related and environmental topics.

Week	Units to be covered	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
Week 12	Empower B1+  Unit 7 Review & Unit 8 Start (SB pp. 90-99) – Review, 8A–8C  Unlock 3 Listening & Speaking	Reported speech; Verb patterns.	Sharing information; Reporting verbs.	Evaluate arguments,  Giving opinions about podcasts; Generalising and being vague.	Watch and understand a video about money management.  Understand paraphrases. , BBC/YouTube documentary clip,	Mini-project: Global Movements & Change, Group essay draft	Article: Thinking of making a podcast?; Article: The restaurant that wasn't there.

	Unit 8: Economics  English Vocabulary In Use Units 29-31				Podcast: Pod on pod; Interview: fake reviews; A job interview.		
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#### LEARNING OBJECTIVES

By the end of the week, learners will be able to...

8A

By the end of the lesson, students will be able to:

- apply a lexical set about sharing information accurately in spoken and written contexts
- interpret and summarize the main ideas from an article about podcasts
- produce reported speech for statements and questions appropriately in conversation and writing
- describe and discuss a podcast, giving personal opinions and examples

8B

By the end of the lesson, students will be able to:

- interpret the main ideas from an informal conversation about online reviews
- construct accurate sentences using verb patterns
- apply reporting verbs correctly in speech and writing
- recount and explain a personal experience using reporting verbs appropriately

8C

By the end of the lesson, students will be able to:

- interpret the main ideas in informal conversations where people share their news
- apply appropriate phrases for generalising in spoken interaction
- produce vague language appropriately in context
- recognize and accurately pronounce the sounds /h/ and /w/
- ask for and give general advice in informal conversations
- understand the main ideas and arguments in a video about money management (Unit 8, LS pp. 170–171).
- recognize paraphrased information in spoken texts.
- evaluate simple arguments presented orally.
- integrate information from texts and videos into a collaborative writing task.
- use vocabulary related to technology, lifestyle, and travel to describe modern life and personal experiences.

Week	Units to be covered	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
Week 13	Empower B1+  Unit 8 Completion & Unit 9 Start (SB pp. 100-109) – 8D, Review, 9A–9B  Unlock 3 Listening & Speaking Unit 8: Economics	Conditionals, Gerunds,  The passive; Defining and non-defining relative clauses.	Films and TV; Music.	Use conditional sentences. Use gerunds as subjects to talk about actions; present reasons and evidence to support an argument; use paraphrases.  Recommending a film or TV programme; Describing a musical experience.	Monologue: a news story; Conversation: film trailers; Three monologues: musical experiences.	Portfolio draft	Reading strategies consolidation,  A news story; Article: To binge or not to binge; Article: The three best music festivals....

English Vocabulary In Use Units 32-34							
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**LEARNING OBJECTIVES**

By the end of the week, learners will be able to...

8D

By the end of the lesson, students will be able to:

- interpret the main points from conversations where people talk about a news story
- summarize the key ideas from a short written news story
- compose a concise written summary of a news story using appropriate language

9A

By the end of the lesson, students will be able to:

- apply a lexical set to describe films and TV series accurately
- interpret the main ideas from an informal conversation about computer-generated imagery in films
- summarize the key points from an article about TV watching habits
- construct sentences using the passive voice correctly
- recommend and justify a film or TV programme using appropriate language

9B

By the end of the lesson, students will be able to:

- apply a lexical set about music accurately in spoken and written contexts
- interpret the main ideas from conversations about personal music-related experiences
- produce accurate sentences using defining and non-defining relative clauses
- summarize the main ideas from an article about different music festivals
- form nouns correctly using common noun endings
- recount and explain a personal experience involving music
- apply reading strategies and review key writing structures.
- use conditional sentences to talk about possible actions and results.
- use gerunds as subjects accurately in spoken English.
- present reasons and supporting evidence to justify an opinion (Unit 8, LS pp. 178–179).
- use topic-based vocabulary related to holidays, science, and computers accurately in both spoken and written communication.

Week	Units to be covered	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
Week 14	Empower B1+  unit 9 Completion & Unit 10 Start (SB pp. 110-118) – 9C–9D, Review, 10A  Unlock 3 Listening & Speaking Unit 8: Economics  English Vocabulary	Second conditional.	Sport; Adjectives and prepositions.	Take part in a discussion about whether young people should be allowed to have credit cards about whether special occasions have become too commercial,  Asking someone to wait;  Discussing entertainment	Planning an evening out; Two monologues: live music; Conversation: trying new activities.	Focus on cohesion & coherence, Edited essay submission	Blog about staying at home; Article: Searching for serendipity

	In Use Units 35-37			preferences; Taking new opportunities.			
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**LEARNING OBJECTIVES**

By the end of the week, learners will be able to...

9C

By the end of the lesson, students will be able to:

- interpret the main ideas in informal conversations where people arrange an evening out
- apply appropriate phrases for recommending and responding in conversation
- demonstrate the use of stress to show contrast in spoken interaction
- produce appropriate phrases for asking someone to wait
- discuss and compare different places to go out to

9D

By the end of the lesson, students will be able to:

- interpret the main points from conversations about going out or staying in
- summarize the content of a blog post about going out or staying in
- contrast ideas effectively in a short article
- organize an article logically with a clear structure
- compose an article about a kind of entertainment they love or hate using suitable language and style

10A

By the end of the lesson, students will be able to:

- describe and discuss different sports they have tried or would like to try
- apply a lexical set about sport accurately in context
- interpret the main ideas from an informal conversation about trying new sports
- construct sentences using second and third conditionals appropriately
- apply a lexical set of adjectives and prepositions correctly in speech and writing
- explain and reflect on taking new opportunities in personal contexts
- participate actively in discussions on social and economic issues.
- express and justify opinions about topics such as young people having credit cards and the commercialization of special occasions.
- respond appropriately to opposing views in a structured spoken discussion (Unit 8, LS p. 188).
- revise and edit essays for cohesion and coherence
- use vocabulary associated with the internet, social media, and the press to discuss media and digital communication.

Week	Units to be covered	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
Week 15	Unit 10 Completion (SB pp. 119–126) – 10B–10D, Review  English Vocabulary In Use Units 38-40	Third conditional.  Integrated review Units 1–12  Performance tasks & reflection	Expressions with do, make, and take; Phrases for reassuring someone.	Explaining a past event that made life better; Talking about possible problems.	Making a marriage proposal; Monologue: volunteering.	Practice timed essay	Article: Searching for serendipity (Lucky events); Web page about volunteering.  Mock exam materials

**LEARNING OBJECTIVES**

By the end of the week, learners will be able to...

10B

By the end of the lesson, students will be able to:

- describe and discuss a time when something good happened to them
- interpret and summarize the main ideas from an article about experiencing good luck
- apply a lexical set of expressions with do, make, and take in appropriate contexts

- construct accurate sentences using the third conditional
- recount and explain a past event that made their lives better

10C

By the end of the lesson, students will be able to:

- interpret the main ideas in informal conversations where people talk about their feelings
- apply appropriate phrases to discuss possible problems and reassure others
- identify when speakers sound sure or unsure in spoken interactions
- produce appropriate phrases for changing the subject naturally in conversation
- sustain informal conversations in which they talk about their feelings

10D

By the end of the lesson, students will be able to:

- interpret the main points of an advert asking for volunteers
- summarize key information from a person describing their volunteering experience
- identify and interpret requests for advice in emails about a course of action
- apply appropriate expressions to advise on a course of action in spoken interaction
- compose an email with advice using clear structure and suitable register
- use appropriate vocabulary to discuss politics, crime, and money in a neutral and context-sensitive manner.

Week	Units to be covered	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
Week 16	FINAL EXAMS						