

**GIRESUN UNIVERSITY**  
**SCHOOL OF FOREIGN LANGUAGES**  
**MAINCOURSE (B2)**

**Duration:** 16 Weeks

**Assessment Weeks:** 8th Week- Midterm Exams, 16th Week- Final Exams

**Level:** Upper-Intermediate-Advanced

### **1. Course Objectives**

The primary goal of this course is to transition students from B1+ to a functional B2 level (CEFR), equipping them with the linguistic competence and critical thinking skills required for academic and professional success.

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

**Linguistic Mastery:** Enable students to communicate fluently, accurately, and appropriately in both spoken and written English, with a focus on B2-level grammatical and lexical control.

**Academic Readiness:** Develop the ability to comprehend and critically engage with complex, authentic academic texts and lectures on both concrete and abstract topics.

**Structural Proficiency:** Guide students in producing extended, coherent discourse—ranging from structured paragraphs to multi-genre academic essays (cause/effect, persuasive, for-and-against).

**Critical Synthesis:** Foster higher-order thinking skills by training students to analyze, evaluate, and synthesize information from diverse multimodal sources (texts, visuals, and audio).

**Autonomous Learning:** Promote learner agency through the use of digital tools, self-reflective practices (portfolios), and independent research strategies.

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

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

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

Identify main ideas, supporting evidence, and nuanced viewpoints in complex academic reports and contemporary articles.

Analyze advanced text structures (e.g., problem-solution, cause-effect) and recognize writer stance and implications.

Synthesize information from multiple written and visual sources to support a unified argument.

Employ efficient reading strategies—skimming, scanning, and detailed annotation—to handle high-stakes academic tasks.

## **2.2. Writing and Discourse Production**

Compose well-structured 3–5 paragraph academic essays with clear thesis statements, unity, and coherence.

Apply academic writing conventions, including the effective use of linking devices, hedging, and formal register.

Execute the writing process (drafting, peer-reviewing, and editing) to meet university-level standards.

Integrate external evidence, data, and citations into written work to support reasoned arguments.

## **2.3. Listening and Oral Communication**

Comprehend extended speech, including academic lectures and professional presentations, even when the argument is complex or implicit.

Extract specific factual information and speaker attitudes from various media, such as podcasts, news broadcasts, and films.

Deliver structured oral presentations using effective signposting and audience-awareness strategies.

Engage spontaneously in discussions and debates, defending viewpoints with logical evidence and responding to counterarguments.

## **2.4. Lexical and Grammatical Competence**

Utilize a broad range of B2-level academic vocabulary related to technology, health, law, and future-oriented themes.

Demonstrate accuracy in advanced grammatical structures, including mixed conditionals, perfect aspects, passive forms, and relative clauses.

Apply morphological knowledge (prefixes, suffixes, compounding) and collocations to produce natural and varied language.

Distinguish and select appropriate vocabulary based on the formality of the context and target audience.

## **2.5. Academic Integrity and 21st Century Skills**

Manage time-sensitive academic tasks, including timed reading and essay exams.

Collaborate effectively on group projects, demonstrating information literacy and research skills.

Reflect on personal linguistic growth through the maintenance of a comprehensive writing portfolio.

### **3. Instructional Philosophy**

The course is grounded in a Communicative and Task-Based Language Teaching (TBLT) framework, strictly aligned with CEFR B2 standards to ensure students transition effectively from intermediate to upper-intermediate autonomy. The pedagogical approach is defined by:

**Integrated-Skills and Lexical Syllabus:** Advanced language components (grammar and complex lexis) are treated as functional tools for high-level academic communication rather than static rules, with a heavy emphasis on collocations and binomials.

**Cognitive Scaffolding (i+1):** The curriculum continues to utilize "Skillful", "Unlock", and "Empower" methodologies to provide a structured transition from B1+ to B2+ proficiency, increasing cognitive demand through critical thinking tasks and complex academic input.

**High-Level Authentic Engagement:** Students interact with sophisticated real-world materials from academic and professional sources such as TED-Ed, BBC Learning English, and Scientific American to analyze nuanced perspectives and diverse viewpoints.

**Collaborative Inquiry and Digital Proficiency:** Learning is intensified through collaborative research-based projects (e.g., Global Movements & Change) and AI-integrated speaking practices designed to foster professional confidence and advanced digital literacy.

**Evidence-Based Process Writing:** Significant emphasis is placed on the complete writing cycle—including multi-source brainstorming, source-based drafting, rigorous peer-review, and editing for academic register—to produce sophisticated essays that meet global university standards.

### **4. Course Materials**

#### Core Textbooks

Doff, A., Thaine, C., Puchta, H., Stranks, J., & Lewis-Jones, P. (2022). Cambridge English Empower B2 Upper-Intermediate: Student's Book with Digital Pack (2nd ed.). Cambridge University Press. ISBN 9781108961493.

Ostrowska, S., & Jordan, N. (2021). Unlock Level 4: 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.

McCarthy, M., & O'Dell, F. (2017). English Vocabulary in Use: Upper-Intermediate (4th ed.). Cambridge University Press.

#### Supplementary and Digital Resources

Cambridge One & Macmillan Education Everywhere: Integrated digital platforms for workbook exercises, video content, and additional skill practice.

Academic Authentic Media: Curated multimedia resources from TED-Ed, BBC Learning English, and Scientific American to provide exposure to diverse academic accents and viewpoints.

LMS and Collaborative Tools: Google Classroom or similar platforms for portfolio submission, peer-review cycles, and digital project collaboration.

## 5. Weekly Syllabus

Week	Units	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
WEEK 1	Empower B2 1A–1C; Skillful 3 Unit 5 ; Vocab Units 41–43	Review of Tenses; Questions	Character adjectives; Trying & succeeding; Describing objects, feelings; cause and effect,	Discussing inspiring people; Explaining a process, Asking and answering about challenges,	Conversation: an influential scientist; Informal work talks, starting a new job; ; 30-day challenge podcast	Practice organizing ideas; Descriptive sentences; cause/ effect outline	Protector of the sea; Recognize text organization, 30-day challenge interviews
<b>Learning Objectives</b>	<p>By the end of the week, learners will be able to:</p> <p>1A</p> <ul style="list-style-type: none"> <li>• read and understand texts about inspiring people</li> <li>• understand the differences between the present simple, present continuous, present perfect and past perfect</li> <li>• understand a conversation about an influential scientist</li> <li>• use a lexical set of character adjectives correctly</li> <li>• talk about an inspirational or influential person</li> </ul> <p>1B</p> <ul style="list-style-type: none"> <li>• read and understand interviews about challenges</li> <li>• use different question forms correctly</li> <li>• understand a podcast about a challenge</li> <li>• use a lexical set of verbs and phrases related to trying and succeeding</li> <li>• discuss personal challenges</li> </ul> <p>1C</p> <ul style="list-style-type: none"> <li>• understand informal conversations about personal circumstances and part-time work</li> <li>• use appropriate phrases to break off a conversation</li> <li>• use rapid speech, omitting different sounds</li> <li>• use appropriate phrases to explain processes and check understanding</li> <li>• explain a process they are familiar with</li> </ul> <p>become familiar with the course objectives, assessment methods, and classroom procedures</p>						

Week	Units	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
WEEK 2	Empower B2 Unit 1D–2B; Unlock 4 Unit 1; Skillful 3 Unit 5; Vocab Units 44–46	Narrative Tenses; Future time clauses and conditionals	Expressions with get; Animals & environment; WordPower: Face; Likes/dislikes, speaking and senses	Telling a survival story; Giving advice on danger; Narrating a dangerous situation; Formulating advice for visitors; Discussing technology	Conversation about technology, Survival situation; The Tiger interview; Cooking for a friend; People talking about mobile phone dependency, a video about US basketball stars	Write a cause-and-effect essay; Safety leaflet design; Research essay on disease	Article: Lost at sea; Surviving a dangerous experience, Article: Tech free!.; Leaflet: How to survive... an animal attack

<b>Learning Objectives</b>	<p>By the end of the week, learners will be able to:</p> <p>1D</p> <ul style="list-style-type: none"> <li>describe and discuss attitudes to modern technology</li> <li>interpret the main points from people talking about attitudes to mobile phone use</li> <li>summarize the key ideas from a text about dependency on technology</li> <li>organize an article effectively and apply comment adverbs accurately</li> </ul> <p>2A</p> <ul style="list-style-type: none"> <li>interpret the main points from someone talking about surviving a dangerous situation</li> <li>apply expressions with get accurately</li> <li>use narrative tenses to tell a story</li> </ul> <p>2B</p> <ul style="list-style-type: none"> <li>interpret texts about dangerous animals</li> <li>use future time clauses and conditionals</li> <li>give advice to visitors</li> </ul> <p>RW</p> <ul style="list-style-type: none"> <li>use conditionals</li> <li>write a cause-and-effect essay</li> </ul> <p>SL</p> <p>watch and understand a video about US basketball stars bringing the American league to China activate prior knowledge about globalization</p>
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Week	Units	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
WEEK 3	Empower B2 Unit 2C–3A; Unlock 4 Unit 1; Skillful 3 Unit 6; Vocab Units 47-49	Multi-word verbs; Question tags; modals of present and past probability	Ability & achievement; Body language; Emotions; Criticism; Graphs	Giving and responding to compliments; Discussing personal achievements; Discussing the natural environment; use data to support an argument	Informal conversations about taking photos; Cooking for a friend; People discussing learning experiences; Talking about getting lost; Conversation: learning experiences	Advice leaflet; Short writing tasks on survival; Descriptive summary of data	Text: Super-talented people; Identifying support for opinions; Leaflet: Be wise and survive; Text about learning: Learning to learn
Learning Objectives	<p>By the end of the week, learners will be able to:</p> <p>2C</p> <ul style="list-style-type: none"> <li>identify key information in informal conversations about taking photos</li> <li>use phrases appropriately to agree, compliment, and respond to compliments</li> <li>produce question tags with correct intonation</li> <li>give and respond to compliments</li> </ul> <p>2D</p> <ul style="list-style-type: none"> <li>interpret the main ideas and details from a person talking about a hiking experience</li> <li>extract and explain safety information from a leaflet</li> <li>organize and arrange safety guidelines into a clear leaflet format</li> <li>compose and write an advice leaflet</li> </ul> <p>3A</p> <ul style="list-style-type: none"> <li>interpret the main ideas and details from someone talking about learning new things</li> <li>summarize information from a text about learning</li> <li>select and use lexical items to describe ability and achievement</li> <li>apply transitive and intransitive multi-word verbs correctly</li> <li>describe personal achievements</li> </ul> <p>RW</p> <ul style="list-style-type: none"> <li>identify support for opinions</li> <li>interpret graphical data</li> </ul> <p>Vocab</p> <ul style="list-style-type: none"> <li>use vocabulary for body language, criticism, and emotions appropriately</li> </ul> <p>SL</p> <p>analyze and use data in pie charts</p>						

use data to support an argument use modals of present and past probability
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Week	Units	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
WEEK 4	Empower B2 Unit 3B–3D; Unlock 4 Unit 1; Skillful 3 Quiz Week; Vocab Units 50–52	Present Perfect & Continuous	Sport words; Commenting; Basic concepts; Numbers	Planning a class party; Evaluating sports issues ; Talking about popular sports; Present data; describe a pie chart; draw conclusions from data. Give a presentation using data from a pie chart.	Discussion about a book on sport and talent; People speaking about different sports; Making wedding plans	Article describing bar chart data ; In-class descriptive paragraph	Texts about different athletes; Comprehension of Units 5–6
<b>Learning Objectives</b>	<p>By the end of the week, learners will be able to:</p> <p>3B</p> <ul style="list-style-type: none"> <li>• read and interpret texts about different athletes</li> <li>• select and use a lexical set related to sport</li> <li>• identify and explain key ideas from a discussion about a book on sport and talent</li> <li>• apply the present perfect and present perfect continuous correctly</li> <li>• discuss and evaluate sports issues</li> </ul> <p>3C</p> <ul style="list-style-type: none"> <li>• identify main ideas in informal conversations about plans and celebrations</li> <li>• distinguish between voiced and unvoiced consonant sounds</li> <li>• use appropriate phrases to make careful suggestions</li> <li>• plan and present ideas for organizing a class party</li> </ul> <p>3D</p> <ul style="list-style-type: none"> <li>• identify and explain details from people speaking about different sports</li> <li>• interpret information presented in a bar chart</li> <li>• analyze and summarize an article describing data</li> <li>• interpret a bar chart and compose a written article describing the data</li> </ul> <p>RW</p> <ul style="list-style-type: none"> <li>• demonstrate comprehension of Units 5–6 through reading and writing tasks</li> </ul> <p>SL</p> <p>present data from a pie chart describe a pie chart accurately draw conclusions from data give a short presentation using data from a pie chart</p>						

Week	Units	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
WEEK 5	Empower B2 Unit 4A–4B; Unlock 4 Unit 2; Skillful 3 Unit 6 (cont.); Vocab Units 53–55	Used to and would; Obligation & permission; present perfect progressive	Cause and result; Difficulty; Time; Dimensions; Obligation and Probability	Reflecting on personal changes (10 years); Discussing following rules	Interview: Psychology of money; People discussing training experiences; a video about a school where students work on real	Write descriptive summaries of trends; descriptive essay; Summary & comparison of graphs	Training for the emergency frontline; psychology of money; Two Texts about life-changing events that helped

					science. Listening skills Listen for advice and suggestions; make inferences.		people become rich
<b>Learning Objectives</b>	<p>By the end of the week, learners will be able to:</p> <p>4A</p> <ul style="list-style-type: none"> <li>describe and discuss personal ideas about winning the lottery</li> <li>read and summarize key points from texts about lottery wins</li> <li>apply used to and would accurately to compare past and present situations</li> <li>interpret the main ideas from an interview about the psychology of money</li> <li>select and use a lexical set related to cause and result</li> <li>reflect on and describe personal changes</li> </ul> <p>4B</p> <ul style="list-style-type: none"> <li>apply modals and expressions accurately to talk about obligation and permission</li> <li>read and explain the main ideas from an article about training and discipline</li> <li>select and use adjectives related to difficulty appropriately</li> <li>identify and interpret key ideas from people discussing training</li> <li>describe personal learning experiences</li> </ul> <p>RW</p> <ul style="list-style-type: none"> <li>use the present perfect progressive</li> <li>write descriptive summaries of trends</li> </ul> <p>SL</p> <p>watch and understand a video about a school where students work on real science listen for advice and suggestions make inferences from listening texts</p>						

Week	Units	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
WEEK 6	Empower B2 Unit 4C–5A; Unlock 4 Unit 2; Skillful 3 Unit 7; Vocab Units 56-58	Future probability; the future continuous; state preferences with would.	Adjectives: attitude; Sound; Possession; Movement; Legal terms	Presenting and describing photos; Predicting the future; Discuss living in a different country; use priorities to evaluate options	Conversations: Coursework; People talking about statistics; Presenting photos	Formal job application email; Writing for and against essay outline	Article: Optimism; Why we think we're going to have a long life ; Advert for being an international student "buddy"; Summarizing;
<b>Learning Objectives</b>	<p>By the end of the week, learners will be able to:</p> <p>4C</p> <ul style="list-style-type: none"> <li>identify main ideas in informal conversations about taking photos and doing coursework</li> <li>use appropriate expressions to present and describe photos</li> <li>express disagreement politely</li> <li>apply contrastive stress correctly</li> <li>present ideas and respond with agreement</li> </ul> <p>4D</p> <ul style="list-style-type: none"> <li>interpret the main points from people talking about living in different countries</li> <li>identify information about becoming an international student buddy</li> <li>use appropriate phrases to create a positive impression in formal emails</li> <li>compose and revise a formal email to apply for work</li> </ul> <p>5A</p> <ul style="list-style-type: none"> <li>read and summarize the main ideas from an article about optimism</li> </ul>						

<ul style="list-style-type: none"> <li>• select and use adjectives describing attitude accurately</li> <li>• identify and explain information from a person talking about statistics</li> <li>• apply words and modal verbs to describe degrees of future probability</li> <li>• predict and discuss future events</li> </ul> <p>RW</p> <ul style="list-style-type: none"> <li>• activate prior knowledge</li> <li>• summarize sections of academic texts</li> </ul> <p>SL</p> <p>prioritize criteria use priorities to evaluate options use the future continuous state preferences using would</p>
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Week	Units	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
WEEK 7	Empower B2 Unit 5B–5D; Unlock 4 Unit 2; Skillful 3 Unit 7 (cont.); Vocab Units 59–60	Future perfect and continuous; Use of unreal conditionals	Natural world; Describing change; Success and failure	Role-play: Job interview; Building on ideas in conversation; Responding to an idea; Discussing advantages and disadvantages; Give an opinion and make suggestions; agree and disagree respectfully; compromise and finalize a decision. Decide as a group which candidate should receive a scholarship	Conversation: Working with penguins; Conversations: Money problems; News reports: environmental problems	For and Against essay, Job application; Giving a positive impression; supporting opposing views; Essay on workplace ethics	Article: Working in Antarctica; Text: Protecting the environment

<b>Learning Objectives</b>	<p>By the end of the week, learners will be able to:</p> <p>5B</p> <ul style="list-style-type: none"> <li>• read and interpret the main ideas from an article about working in Antarctica</li> <li>• select and use vocabulary related to the natural world accurately</li> <li>• identify details from a conversation about working with penguins</li> <li>• apply the future perfect and future continuous to describe plans and deadlines</li> <li>• role-play a job interview</li> </ul> <p>5C</p> <ul style="list-style-type: none"> <li>• identify main ideas in informal conversations about work and money problems</li> <li>• use appropriate phrases to explain advantages and disadvantages</li> <li>• apply intonation groups correctly</li> <li>• use appropriate phrases to respond to and build on ideas</li> </ul> <p>5D</p> <ul style="list-style-type: none"> <li>• interpret key information from news reports about environmental problems</li> <li>• read and summarize the main points of an essay about protecting the environment</li> <li>• report and explain opinions clearly</li> <li>• compose an essay that argues for and against an idea</li> </ul> <p>RW</p> <ul style="list-style-type: none"> <li>• use unreal conditionals</li> <li>• write a for-and-against essay supporting opposing views</li> </ul>
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	SL give an opinion and make suggestions agree and disagree respectfully compromise and finalize a decision decide as a group which candidate should receive a scholarship						
Week	Units	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
WEEK 8	MIDTERM EXAMS	---	----	---	---	Timed Reading & Essay	---
Learning Objectives	By the end of the week, learners will be able to...General: Demonstrate comprehension of B2 material covered in Weeks 1–7. Apply linking expressions, condition, cause & result vocabulary in formal contexts.						

Week	Units	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
WEEK 9	Empower B2 Unit 6A–6B; Unlock 4 Unit 3; Skillful 3 Unit 8; Vocab Units 61-63	Infinitives and –ing forms; The Passive;	Travel and tourism; Linking expressions; condition; cause & result; Describing changes; Science nouns	Giving opinions on financial matters; Agreeing and disagreeing; Identify contrasting opinions; strengthen points in an argument.	People talking about travel; Conversations about changes ; Interview: disappearing languages; a video about a;	Travel blog using descriptive language; Job application; Giving a positive impression; Opinion essay outline	Text: History of tourism; Article: Danger! Dying languages; Conclusions and predictions;
Learning Objectives	6A <ul style="list-style-type: none"> <li>interpret and summarize texts about the history of tourism</li> <li>select and use a lexical set related to travel and tourism</li> <li>identify and explain key ideas from people talking about their travel experiences</li> <li>apply infinitives and -ing forms correctly in speech and writing</li> <li>describe and discuss personal travel experiences</li> </ul> 6B <ul style="list-style-type: none"> <li>read and interpret articles about changes</li> <li>select and use vocabulary to describe change</li> <li>identify details from conversations about changes</li> <li>apply the passive voice correctly to describe processes</li> <li>recount and explain a significant change in their lives</li> </ul> RW <ul style="list-style-type: none"> <li>identify facts and opinions</li> <li>use specific nouns</li> </ul> Vocab <ul style="list-style-type: none"> <li>Accurately use linking expressions for condition, cause, and result.</li> </ul> SL <ul style="list-style-type: none"> <li>watch and understand a video about a device providing instant results for medical tests</li> <li>identify contrasting opinions</li> <li>strengthen points in an argument</li> </ul>						

Week	Units	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
WEEK 10	Empower B2 Unit 6C–7A; Unlock 4 Unit 3; Skillful 3 Unit 8 (cont.); Vocab Units 64-66	too/enough; so/such; third conditional usage, future perfect simple use	Contrast; addition; referencing; Describing life in cities	Planning a home renovation; Describing city life; Introducing requests; Showing you are grateful; Asking for a	Informal conversations about travel plans; Conversations: City life ; Asking for a favor	Writing summaries; Discourse marker practice; Persuasive essay draft	Article: Quick–slow down!; Information synthesis; Travel blog: Around the Grand Canyon;

				favor; Discussing local tourist destinations; Discussing good and bad points about a city			
<b>Learning Objectives</b>	<p>By the end of the week, learners will be able to:</p> <p>6C</p> <ul style="list-style-type: none"> <li>• identify main ideas in informal conversations about travel plans</li> <li>• use appropriate phrases to ask for and give recommendations</li> <li>• apply correct intonation to show enthusiasm</li> <li>• use appropriate phrases to summarize a discussion</li> </ul> <p>6D</p> <ul style="list-style-type: none"> <li>• interpret key information from people talking about travel experiences</li> <li>• summarize the main points of an article about slow travel</li> <li>• report and explain travel-related opinions</li> <li>• compose a travel blog entry using descriptive language</li> </ul> <p>7A</p> <ul style="list-style-type: none"> <li>• interpret the main ideas from an article about urban living</li> <li>• apply too/enough and so/such correctly</li> <li>• select and use vocabulary to describe city life and housing</li> <li>• identify details from conversations about moving home</li> <li>• discuss and compare different types of accommodation</li> </ul> <p>RW</p> <ul style="list-style-type: none"> <li>• synthesize information from two texts</li> <li>• use relative clauses</li> </ul> <p>SL</p> <p>analyze background and motivation use the third conditional use the second conditional for unreal situations</p>						

Week	Units	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
WEEK 11	Empower B2 Unit 7B–7D; Unlock 4 Unit 3; Skillful 3 Unit 8 wrap-up; Vocab Units 67-69	Causative have/get	Films and TV; Houses; Discourse markers, Writing, Communication	Complaining politely; Discussing urban projects; Planning a home renovation; Imagining how thing could be; Using vague language; persuasive arguments; Speaking task Role play a debate.	Informal conversations: Complaining; Talk about urban projects; Flat hunting; Interviews about a new shopping centre	Peer feedback; Email of complaint; Using formal language; Final persuasive essay	Article: Living in the city; Objective language check; Article: Who puts the” real” in reality TV; Email: complaining about an important issue
<b>Learning Objectives</b>	<p>By the end of the week, learners will be able to:</p> <p>7B</p> <ul style="list-style-type: none"> <li>• read and interpret texts about urban projects</li> <li>• apply causative have/get correctly</li> <li>• select and use a lexical set related to city services</li> <li>• identify key ideas from a talk about improving urban areas</li> <li>• discuss and evaluate urban development</li> </ul>						

<p>7C</p> <ul style="list-style-type: none"> <li>• identify main ideas in informal conversations about problems with services</li> <li>• use appropriate phrases to complain politely and effectively</li> <li>• apply sentence stress to emphasize points</li> <li>• use appropriate phrases to respond to complaints</li> </ul> <p>7D</p> <ul style="list-style-type: none"> <li>• interpret key information from people talking about city living</li> <li>• summarize the main ideas of an email giving information</li> <li>• report and explain news about city life</li> <li>• compose an email of complaint using appropriate tone</li> </ul> <p>RW</p> <ul style="list-style-type: none"> <li>• draft a synthesis essay</li> <li>• revise based on objective language criteria</li> </ul> <p>SL</p> <p>create persuasive arguments participate in a role-play debate</p>
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Week	Units	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
WEEK 12	Empower B2 Unit 8A–8B; Unlock 4 Unit 4; Skillful 3 Project Week; Vocab Units 70-72	First and second conditionals ; Third conditional; should have+ past participle	Suffixes; Prefixes; Roots Money and finance; Abstract nouns; Crime;	Giving opinions on financial matters; Discussing moral dilemmas	Radio show: Personal finance; Conversations : Honest behavior; a video about cloning endangered species; Distinguish main ideas from details; take notes on main ideas and details.	Mini-project: Global Movements & Change	Article: The honesty experiment; Business/Economic s texts
<b>Learning Objectives</b>	<p>By the end of the week, learners will be able to:</p> <p>8A</p> <ul style="list-style-type: none"> <li>• interpret the main ideas from an article about personal finance</li> <li>• apply first and second conditionals correctly</li> <li>• select and use vocabulary related to money and finance</li> <li>• identify key points from a radio program on money</li> <li>• discuss and justify financial decisions</li> </ul> <p>8B</p> <ul style="list-style-type: none"> <li>• read and interpret texts about moral dilemmas</li> <li>• construct accurate sentences using should have + past participle</li> <li>• select and use lexical items related to crime and punishment</li> <li>• identify key ideas from conversations about honesty</li> <li>• discuss and evaluate ethical situations</li> </ul> <p>RW</p> <ul style="list-style-type: none"> <li>• collaborate on a mini-project</li> <li>• synthesize information from multiple media sources</li> </ul>						

Week	Units	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
WEEK 13	Empower B2 8C–9A; Unlock 4 Unit 4;	Third conditional; Relative Clauses;	Health; Inventions; Binomials; Abstract nouns,	Expressing regret; Discussing inventions; Be	Going to the bank; Talk on inventions; Conversation	Opinion essay draft; Evaluate evidence; Review/	Great inventions; Counter-arguments; Review:

	Skillful 3 Unit 9 (W29); Vocab Units 73- 76	Use of multi- word prepositions; use of the past perfect	Compound structures	encouraging; Showing you have things in common; Talking about hopes and worries; Discussing programmes about crime; Talking about inventions; Organize information in a presentation	about a TV programme	Organising a review	Crime with a smile; Article: Too good to be true?
<b>Learning Objectives</b>	<p>By the end of the week, learners will be able to:</p> <p>8C</p> <ul style="list-style-type: none"> <li>• identify main ideas in informal conversations about difficult decisions</li> <li>• use appropriate phrases to express regret and hypothetical situations</li> <li>• apply correct intonation to show feelings</li> <li>• use appropriate phrases to give advice</li> </ul> <p>8D</p> <ul style="list-style-type: none"> <li>• interpret key information from people talking about moral choices</li> <li>• summarize the main points of a narrative story</li> <li>• report and explain personal dilemmas</li> <li>• compose a narrative story using appropriate linkers</li> </ul> <p>9A</p> <ul style="list-style-type: none"> <li>• interpret the main ideas from an article about scientific discoveries</li> <li>• apply relative clauses correctly</li> <li>• select and use vocabulary related to health and medicine</li> <li>• identify key points from a talk on inventions</li> <li>• discuss and evaluate the impact of technology</li> </ul> <p>RW (W29)</p> <ul style="list-style-type: none"> <li>• evaluate evidence</li> <li>• recognize counter-arguments in academic texts</li> </ul> <p>SL</p> <p>organize information for a presentation use multi-word prepositions use the past perfect accurately</p>						

Week	Units	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
WEEK 14	Empower B2 9B– 9D; Unlock 4 Unit 4; Skillful 3 Unit 10 (W30); Vocab Units 77- 79	Reported speech; Reporting verbs	Verbs of thought; Phrasal verbs; Varieties; Binomials, abbreviations, multi-word expressions	Expressing uncertainty; Summarizing news; clarifying a misunderstanding; Giving and receiving surprises; explain a problem; use signposting language in a presentation. Give a problem and solution presentation.	Conversation about an email hoax; Reporting news; Mystery talk; Finding the perfect flat; Four monologues about alternative medicine	Opinion essay / Presenting a series of arguments; final; Connect knowledge; Edited essay submission	White- collar crime; Identify conclusions; Article: The rise and fall of Barry Minkow; Essay: The value of alternative medicine
<b>Learning Objectives</b>	<p>By the end of the week, learners will be able to:</p> <p>9B</p> <ul style="list-style-type: none"> <li>• read and interpret articles about white-collar crime</li> </ul>						

<ul style="list-style-type: none"> <li>• apply reported speech and reporting verbs correctly</li> <li>• select and use vocabulary describing thought and knowledge</li> <li>• identify details from a news report</li> <li>• recount and explain a news story</li> </ul> <p>9C</p> <ul style="list-style-type: none"> <li>• identify main ideas in informal conversations where people report what others said</li> <li>• use appropriate phrases to express uncertainty</li> <li>• apply sentence stress in reported speech</li> <li>• use appropriate phrases to clarify information</li> </ul> <p>9D</p> <ul style="list-style-type: none"> <li>• interpret key information from people reporting news stories</li> <li>• summarize the main points of a news article</li> <li>• report and explain academic discoveries</li> <li>• compose a written review of a book or film</li> </ul> <p>RW</p> <ul style="list-style-type: none"> <li>• identify conclusions and predictions</li> <li>• use future-in-the-past</li> </ul> <p>SL</p> <p>give background information and explain a problem use signposting language in a presentation give a problem-and-solution presentation</p>
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Week	Units	Grammar	Vocabulary	Speaking	Listening	Writing	Reading
WEEK 15	Empower B2 Unit 10A–10D; Skillful 3 Unit 10 (W31); Vocab 80-100	Wishes and regrets; Past modals	Verbs of effort; achievement; Luck; Adjectives with prefixes; Pronunciation, varieties, Formal vs informal English, Phrasal verbs, Consolidation	Describing amazing people; Speculating; Telling stories about coincidences; Telling an important piece of news; Talking about performing	Possibilities conversation; Achievement talks; Interview about Dan Cooper; Two monologues: pursuing a dream; Celebrating good news; Conversation about goals	Narrative story; Final drafting; Practice timed essay	Dream to help; Final revision; Story: The man who disappeared; Story: Rosa’s diary; The ultimate goal
<b>Learning Objectives</b>	<p>By the end of the week, learners will be able to:</p> <p>10A</p> <ul style="list-style-type: none"> <li>• interpret the main ideas from an article about people’s dreams and aspirations</li> <li>• apply wishes and regrets correctly</li> <li>• select and use vocabulary related to effort and achievement</li> <li>• identify key points from a talk on personal challenges</li> <li>• discuss personal goals</li> </ul> <p>10B</p> <ul style="list-style-type: none"> <li>• read and interpret texts about accidental discoveries</li> <li>• apply past modals of deduction correctly</li> <li>• select and use lexical items related to luck and chance</li> <li>• identify details from conversations about unexpected events</li> <li>• speculate about past situations</li> </ul> <p>10C</p> <ul style="list-style-type: none"> <li>• identify main ideas in informal conversations about possibilities</li> <li>• use appropriate phrases to speculate and express degrees of certainty</li> <li>• apply correct intonation in speculative speech</li> <li>• use appropriate phrases to change the subject</li> </ul> <p>10D</p> <ul style="list-style-type: none"> <li>• interpret key information from people talking about life-changing events</li> <li>• summarize the main points of a story about an amazing person</li> </ul>						

