

Утверждаю
Зам. директора по общим вопросам
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«18» июля 2022 г.



**АВТНОМНАЯ НЕКОММЕРЧЕСКАЯ ОРГАНИЗАЦИЯ ДОПОЛНИТЕЛЬНОГО
ОБРАЗОВАНИЯ ЛИНГВИСТИЧЕСКИЙ ЦЕНТР
«ОКСФОРД»
Образовательные программы.**

Дополнительное образование взрослых.

**УМК «Outcomes Pre-Intermediate (A2-B1)»
144 академических часов**

Новосибирск, 2022

*Учебно-тематическое планирование
УМК «Outcomes Pre-Intermediate».
144 ак.ч.*

	ac. hours	lessons	Grammar	Vocabulary	Abilities/students learn how to
Entry lesson + entry test (2 ac. hours)					
Module 1	10	5	Present Simple and Present Continuous Present Simple and Present Continuous for the Future	Talking about jobs Collocations Activities at work	Ask and answer common questions about jobs Talk about what you're doing at work at the moment Talk about arrangements and appointments Recognize and use collocations Describe what different jobs involve
Module 1 Test (online)					
Module 2	10	5	Past Simple Comparatives	Describing things, you bought Shopping online	Talk about shopping and things you buy Make and respond to compliments Talk about problems you can have with shopping offer help Compare places and products Have conversations with shop assistant
Module 2 Test (online)					
Module 3	10	5	Past Simple and Past Continuous Quantifiers with countable and uncountable nouns	Places in town Travelling by plane Transport	Talk about buildings and places Ask for and give directions Tell stories better Apologize for being late Talk about different ways of travelling Describe problems you can have on journeys

Module 3 Test (online)					
Module 4	10	5	Present Perfect Simple <i>Too and not...enough</i>	Restaurants Describing food	Describe restaurants and meals Discuss where and what to eat Talk about your experiences Understand menus and explain dishes Ask and answer questions in a restaurant Talk about typical foods and eating habits
Module 4 Test (online)					
Module 5	10	5	Plans and arrangements Superlatives	Places and equipment Sports and games Word families	Talk about activities, places and equipment Introduce negative comments Make plans and arrange what to do Talk about watching and doing different sports Compare three or more things Discuss relaxing and stressful experiences
Module 5 Test (online)					
Module 6	10	5	Question formation Similarities and contrasts	Family and friends Character and habits Words with the same verb and noun forms	Describe people you know Explain who people are – and which people you mean Ask and answer common questions Discuss similarities and differences Describe character and abilities Discuss uses of social media and online habits
Review Test 1 (units 1-6) (online)					
Module 7	10	5	<i>Have to, don't have to, can and can't</i> <i>Will/won't</i>	Describing places Where I live Staying with people	Explain where you are from Describe your town and area Ask useful questions when staying with people Ask for permission to do things Show guests round your house or apartment

Module 7 Test (online)					
Module 8	10	5	First Conditionals <i>Had to and could</i>	Stages of education Education systems Cheating	Describe your academic experiences Respond with surprise to negative sentences Talk about future situations Talk about the education system in your country Discuss cheating in education – and in other areas of life
Module 8 Test (online)					
Module 9	10	5	Giving advice Imperatives	Illnesses and health problems Phrases with <i>mind</i> and <i>matter</i> Parts of the body	Describe common illnesses and their symptoms Give advice and understand medical advice Ask and answer common questions about illness Give instructions Understand instructions on medicines
Revision and Mid-Year test 1 (2 ac. hours)					
Module 10	8	4	Second conditionals <i>Used to</i>	Places to stay Solving hotel problems	Describing places you stayed in Book somewhere to stay Apologize for bad news Explain and deal with problems in hotels Talk about imagined situations Talk about past habits
Module 10 Test (online)					
Module 11	10	5	Past perfect simple Passives	Science and nature in the news Animals	Talk about the weather Discuss and respond to news stories Talk about animals Tell better stories Talk about scientists and research Understand newspaper headlines

Module 11 Test (online)					
Module 12	10	5	<i>Yet, already, still and just</i> Reporting speech	Using phones Forming negatives Reporting crimes	Talk about different kinds of phones Give and take phone messages Ask for people and explain where people are Work out the meaning of new words Explain stories and report crimes Report what people said
Review Test 1 (units 7-12) (online)					
Module 13	10	5	Noun phrases Present Perfect Continuous	Films -ed/-ing adjectives Music, art and books	Describe different kinds of films Say what you have heard about things Talk about how things make you feel Talk about the film industry and culture Discuss your favorite music, books or films Ask how long people have been doing things
Module 13 Test (online)					
Module 14	10	5	Relative clauses <i>Must/mustn't</i>	Things in the house Containers Verbs with two objects	Talk about common household objects Explain where things are in a house Describe things, people and places that that you don't know the names of Talk about food shopping Discuss some environmental issues Talk about suitable gifts
Final Test (2 ac. hours)					

Unit 1. Jobs. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Vocabulary	Speaking and Pronunciation
1.What do you do?	2	Talking about jobs	Questions about jobs
(pages 6-8)	Lesson Aims	To set the scene and introduce the theme with a photo; to get students talking about jobs; to preview To introduce and practice words for jobs and phrases to describe jobs	To set the scene and introduce the theme with a photo; To get students talking about jobs; To preview ways of describing jobs To practice strong stress in nouns to describe types of jobs
	CEF mapping Framework (exercises)	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (4, 5)	Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. (1,2) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (1) Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. (3, 5) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (2) Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (6, 7)
	Communicative Outcomes	Students will practice asking about and describing jobs using present forms	

Lesson	Ac. hours	Grammar	Listening	Speaking and Pronunciation
2. What do you do? (page 9)	2	Present Simple and Present Continuous		Questions about jobs
	Lesson Aims	To check students' understanding of how to use present tenses	To practice listening to hear the questions speakers use and for specific information	To introduce and practice common questions used to ask about jobs To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (11, 12) Can deal with practical everyday demands: finding out and passing on straightforward factual information. (13)	Can generally identify the topic of discussion around her that is conducted slowly and clearly. (8, 9)	Can make and respond to suggestions. (10) Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. (10) Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can agree and disagree with others. (14) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (14)
	Communicative Outcomes	Students will practice asking about and describing jobs using present forms		

Lesson	Ac. hours	Listening	Speaking and Pronunciation
3. Time management (pages 10-11)	2		
	Lesson Aims	To practice listening for detail	To talk about time management issues To check the meaning of key words in the topic of time management
	CEF mapping Framework (exercises)	Can understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. (3, 4, 5)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.. (1) Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can agree and disagree with others. (2) Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can agree and disagree with others. (6)
	Communicative Outcomes	Students talk about the jobs they have to do, time management issues, and arrangements and appointments	

Lesson	Ac. hours	Grammar	Vocabulary	Speaking and Pronunciation
4. Time management (page 11)	2	Present Simple and Present Continuous for the future	Collocations	
	Lesson Aims	To check students' understanding of how to use present tenses to talk about appointments and arrangements	To introduce the importance of collocations and to provide practice in recognizing words that go together	
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (7) Can deal with practical everyday demands: finding out and passing on straightforward factual information. (8,9)	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (10)	Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can agree and disagree with others. (11, 12)
	Communicative Outcomes	Students talk about the jobs they have to do, time management issues, and arrangements and appointments		

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and Pronunciation
5.All work, no pay (pages 12-13)	2	Activities at work		
	Lesson Aims	To introduce and practice phrases to describe activities at work	To give students practice in reading for specific information; To focus on useful chunks of language used in the text	To introduce the theme of the lesson and reading text To practice sounds /t/ and /d/ To revise collocations
	CEF mapping Framework (exercises)	Can control a narrow repertoire dealing with concrete everyday needs. (7) Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (11,12)	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. (3,4,5)	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can agree and disagree with others. (1,2) Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can agree and disagree with others. (4,6) Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. (8,9) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (10)
	Communicative Outcomes	Students will read about and discuss the work choices of three people who are doing voluntary or unpaid work; They will practice using vocabulary to describe activities at work		
Test. Unit 1. Online (as homework)				

Unit 2. Shops. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1. Where did you get it? (pages 14-17)	2	Describing things you bought			
	Lesson Aims	To introduce and practice chunks of language used to describe things people buy	To practice listening to hear the questions speakers use and for specific information		To set the scene and introduce the theme with a photo; To get students talking about shopping; To introduce types of clothes
	CEF mapping Framework (exercises)	Can control a narrow repertoire dealing with concrete everyday needs. (1,2)	Can generally identify the topic of discussion around her that is conducted slowly and clearly. (4)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (1.2)	Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. (1,2) Can make and respond to suggestions. Can discuss everyday (2,3)
	Communicative Outcomes	Students will practice describing things they have bought			

Lesson	Ac. hours	Grammar	Speaking and Pronunciation
2. Where did you get it? (page 17)	2	Past Simple	Complimenting
	Lesson Aims	To check students' understanding of how to form and use the past simple, and to provide practice	To practice the weak forms of the auxiliary verbs and pronouns when asking past simple questions To introduce and practice compliments and follow-up questions To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.(6,8)	Can deal with practical everyday demands: finding out and passing on straightforward factual information. (9) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (10) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (7) Can participate in short conversations in routine contexts on topics of interest. (12) Can maintain a conversation or discussion but may sometimes be difficult to follow. (13)
	Communicative Outcomes	Students will practice describing things they have bought	

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and Pronunciation
<p>3. I bought it online</p> <p>(pages 18-19)</p>	2	Shopping online		
	Lesson Aims	To introduce and practice phrases connected with shopping	To give students practice in reading for specific information; To do a jigsaw reading that creates an information gap and lots of spoken interaction	<p>To read and comment on a fact file about online shopping; To lead in to the topic of the lesson</p> <p>To practice /t/, /d/ and /id/ pronunciation of past simple –ed endings</p> <p>To practice language from the lesson in a free, communicative, personalized speaking activity</p>
	CEF mapping Framework (exercises)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (2)	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (4,5,6)	<p>Can make and respond to suggestions Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly (1)</p> <p>Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (3)</p> <p>Can make and respond to suggestions Can discuss everyday practical issues in a simple way when addressed clearly (9,10,11)</p> <p>Can participate in short conversations in routine contexts on topics of interest</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time (7,8)</p> <p>Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience (12)</p> <p>Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because (12)</p>
	Communicative Outcomes	Students talk about shopping online, and practice telling stories		

Lesson	Ac. hours	Listening	Speaking and Pronunciation
4. Can I help you? (pages 20 - 21)	2		Offering help
	Lesson Aims	To listen for general understanding and to listen for phrases in a text	To introduce and practice phrases used to offer help, check, reassure and accept help
	CEF mapping Framework (exercises)	Can generally identify the topic of discussion around her that is conducted slowly and clearly (2,4)	Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. (1,3,5) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. Can describe plans and arrangements, habits and routines, past activities and personal experiences. (5) Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. (6,7)
	Communicative Outcomes	Students will practice language used in shopping situations, and will practice comparing things they buy	

Lesson	Ac. hours	Grammar	Vocabulary	Speaking and Pronunciation
5. Can I help you? (page 21)	2	Comparatives		
	Lesson Aims	To check students' understanding of how to form and use the comparatives of adjectives and adverbs		To practice language from the lesson in a free, communicative, personalized speaking activity To practice the sound /s/ To revise collocations
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (8,9)	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics (15,16)	Can give or seek personal views and opinions in discussing topics of interest. (10,11) Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, lowly and directly. Can agree and disagree with others. (12,13) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (14)
	Communicative Outcomes	Students will practice language used in shopping situations, and will practice comparing things they buy		

Test. Unit 2. Online (as homework)

Unit 3. Getting there. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1. We're lost (pages 24-27)	2	Places in town			
	Lesson Aims	To introduce and practice describing places in a town	To practice listening for general understanding, and to introduce the language of directions in context		To set the scene and introduce the theme with a photo; To get students talking about ways of travelling; To preview describing ways of travelling
	CEF mapping Framework (exercises)	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (1,2)	Can generally identify the topic of discussion around her that is conducted slowly and clearly. (4,5)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (1,2)	make and respond to suggestions. Can agree and disagree with others. (1,2) Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. (3) Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. (6) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. Can describe plans and arrangements, habits and routines, past activities and personal experiences. (6)
	Communicative Outcomes	Students will practice describing places in a town and giving directions			

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and Pronunciation
2. We're lost + I missed my flight (pages 27-29)	2	Travelling by plane		Giving directions
	Lesson Aims	To introduce and practice phrases connected with travelling by plane	To read for general and specific understanding; To contextualize past forms	To revise the vocabulary from the previous lesson To introduce and practice ways of asking for and giving directions To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (1)	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her daily life (p.27: 10) Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. (2,3,4)	Can ask for and give directions referring to a map or plan. Can discuss what to do next, making and responding to suggestions, asking for and giving directions. (p. 27: 7,8,9) Can ask for and give directions referring to a map or plan. Can discuss what to do next, making and responding to suggestions, asking for and giving directions. (p.27: 11) Can deal with practical everyday demands: finding out and passing on straightforward factual information (5)
	Communicative Outcomes	Students will practice describing places in a town and giving directions Students read a blog about missing flights		

Lesson	Ac. hours	Grammar	Speaking and Pronunciation
3.I missed my flight (page 29)	2	Past Simple and Past Continuous	Apologizing for being late
	Lesson Aims	To check students' understanding of how to use past tenses to tell stories	To practice pronouncing past continuous sentences To practice apologizing, giving reasons, and accepting apologies
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say (6,7)	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. Can describe plans and arrangements, habits and routines, past activities and personal experiences (9) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (8) Can participate in short conversations in routine contexts on topics of interest (10)
	Communicative Outcomes	Students practice telling stories about flights and apologizing	

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
4.Complete chaos (pages 30-31)	2	Transport		
	Lesson Aims	To introduce and practice phrases used when describing forms of transport	To practice listening for general and detailed understanding, and to introduce phrases with prepositions in context	To introduce and practice language for talking about traffic and travel problems
	CEF mapping Framework (exercises)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (1,2)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (4,5,6)	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. Can describe plans and arrangements, habits and routines, past activities and personal experiences. (3) Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. (7) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. Can describe plans and arrangements, habits and routines, past activities and personal experiences. (8)
	Communicative Outcomes	Students talk about travelling and travel problems		

Lesson	Ac. hours	Grammar	Vocabulary	Reading and Writing	Speaking and Pronunciation
5.Complete chaos (pages 30-31)	2	Quantifiers with countable and uncountable nouns			
	Lesson Aims	To introduce and practice countable and uncountable nouns			
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (9,10)	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (14)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (9,10)	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can agree and disagree with others. (11) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (12, 13)
	Communicative Outcomes	Students talk about travelling and travel problems			

Test. Unit 3. Online (as homework)

Unit 4. Eat. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
1.Are you hungry? (pages 32 - 34)	2	Restaurants		
	Lesson Aims	To introduce and practice phrases to describe restaurants	To practice listening for specific information	To set the scene and introduce the theme with a photo; To get students talking about restaurants and food;
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (1)		Can give or seek personal views and opinions in discussing topics of interest. (1,2) Can describe events, real or imagined. Can narrate a story. (2)
	Communicative Outcomes	Students practice describing restaurants;		

Lesson	Ac. hours	Grammar	Speaking and Pronunciation
2.Are you hungry? (page 35)	2	Present Perfect simple	
	Lesson Aims	To check students' understanding of how to form and use the present perfect simple	To practice the pronunciation of <i>Have you ever...?</i> questions
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used 'routines' and Patterns associated with more predictable situations. (6,7,9)	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (8) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (10, 11) Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (11) Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (12) Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (13,14)
	Communicative Outcomes	Students practice talking about food experiences using the present perfect; Discussing where to eat; And making and responding to suggestions	

Lesson	Ac. hours	Vocabulary	Listening and Reading	Speaking and Pronunciation
3.What are you having? (pages 36 - 37)	2	Describing food		
	Lesson Aims	To check students' understanding of words used to describe food	To practice listening to restaurant conversations and noticing the phrases people use	To lead in to the topic of the lesson by getting students to talk about their eating habits in a personalized free speaking activity
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (3,4)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (2) Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect. (8,9) Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (5,6)	Can give or seek personal views and opinions in discussing topics of interest. (1) Can give or seek personal views and opinions in discussing topics of interest. (4) Can give or seek personal views and opinions in discussing topics of interest. (7)
	Communicative Outcomes	Students practice conversations in a restaurant, making polite offers, requests and suggestions		

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and Pronunciation
4.What are you having? Start the day (pages 37 - 38)	2			Offers, requests, suggestions
	Lesson Aims		To read for general and detailed understanding; To learn words in context	To check students'' understanding of how to make polite offers, requests and suggestions To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (p.38: 4)	Can recognise significant points in straightforward newspaper articles on familiar subjects. (p. 38: 2,3)	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (10,11) Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. Can order a meal. (12,13) Can give or seek personal views and opinions in discussing topics of interest. (1)
	Communicative Outcomes	Students practice conversations in a restaurant, making polite offers, requests and suggestions Students will read about and discuss breakfast from around the world		

Lesson	Ac. hours	Grammar	Vocabulary	Speaking and Pronunciation
5.Start the day (pages 38 – 39)	2	<i>Too and not... enough</i>		
	Lesson Aims			To practice using <i>too</i> and <i>not ... enough</i> To practice the sounds /v/, /b/, /f/ and /p/ To revise collocations
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used ‘routines’ and Patterns associated with more predictable situations. (5)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events. (9,10)	Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). (6) Can give or seek personal views and opinions in discussing topics of interest. (7) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (8)
	Communicative Outcomes	Students practice using <i>too</i> and <i>not...enough</i> to complain about things		
Test. Unit 4. Online (as homework)				

Unit 5. Relax. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
1.What are your plans? (pages 42 - 45)	2	Places and equipment		
	Lesson Aims	To introduce and practice language for sports places and equipment	To listen for plans and arrangements in a conversation, to give practice in listening for general and specific understanding; To provide a model for the conversation practice at the end of the lesson	To set the scene to introduce the theme with a photo; To get students talking about free-time activities and what they do to relax
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (1,2)	Can generally follow the main points of an extended discussion around him/ her, provided speech is clearly articulated in standard dialect (4,5)	Can give or seek personal views and opinions in discussing topics of interest. (1,2) Can give or seek personal views and opinions in discussing topics of interest Can give or seek personal views and opinions in discussing topics of interest (2,3) Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give or seek personal views and opinions in discussing topics of interest. (6)
	Communicative Outcomes	Students talk about places and equipment for doing different activities; Listen to a conversation and practice discussing their own plans		

Lesson	Ac. hours	Grammar	Speaking and Pronunciation
2.What are your plans? (page 46)	2	Plans and arrangements	Introducing negative comments
	Lesson Aims	To check students' understanding of how to use present tenses	To introduce and practice short phrases used in conversations before making negative statements To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. (9,10,12)	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (7,8) Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). (11) Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (13) Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond o feelings such as surprise, happiness, sadness, interest and indifference. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). (14,15)
	Communicative Outcomes	Students practice discussing their own plans; Students introduce negative comments in conversations; And describe sports	

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
3.The best game in the world (page 46)	2	Sports and games		
	Lesson Aims	To introduce and practice ways of describing sports	To practice listening for detail; To debate the good and bad things about football	
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (1,2)	Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give brief comments on the views of others. Can give or seek personal views and opinions in discussing topics of interest (4,6) Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (5)	Can give or seek personal views and opinions in discussing topics of interest (3)
	Communicative Outcomes	Students talk about different sports; They use superlatives to compare one thing with several others; They read a text about different sports from around the world		

Lesson	Ac. hours	Grammar	Reading	Speaking and Pronunciation
4. The best game in the world (pages 46-47)	2	Superlatives		
	Lesson Aims	To check students' understanding of how to form and use the superlative form	To give students practice in reading for general and specific information; To focus in useful chunks of language used in the text	To practice the /ist/pronunciation in superlative forms To encourage students to discuss their ideas about sport in a free speaking activity
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used 'routines' and Patterns associated with more predictable situations (7,8)	Can recognise significant points in straightforward newspaper articles on familiar subjects. (12,13) Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (14)	Can give or seek personal views and opinions in discussing topics of interest. (7) Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (10) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (9) Can give or seek personal views and opinions in discussing topics of interest. (11,13) Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give brief comments on the views of others. Can give or seek personal views and opinions in discussing topics of interest. (13)
	Communicative Outcomes	Students talk about different sports; They use superlatives to compare one thing with several others; They read a text about different sports from around the world		

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
5. Take the stress out of life (pages 48 – 49)	2	Word families		
	Lesson Aims	To introduce and practice words that are connected in word families	To practice listening for general understanding and to hear chunks of language in a text	To introduce the theme of the lesson and listening text; To get students talking in a personalized speaking activity To practice the sounds /l/ and /r/ To revise collocations
	CEF mapping Framework (exercises)	<p>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (1,5)</p> <p>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (7,9)</p> <p>Can give or seek personal views and opinions in discussing topics of interest. (10)</p> <p>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events. (13)</p>	<p>Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect. (3,4)</p> <p>Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (8,9)</p>	<p>Can give or seek personal views and opinions in discussing topics of interest (1)</p> <p>Can give or seek personal views and opinions in discussing topics of interest (2,4,5,6)</p> <p>Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (11, 12)</p>
	Communicative Outcomes	Students listen to a radio programme about hobbies that combat stress, and talk about issues raised by the listening; They look at some words families		

Test. Unit 5. Online (as homework)

Unit 6. Family and Friends. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
1. Who's the guy in the middle? (pages 50 - 52)	2	Family and friends		
	Lesson Aims	To introduce and practice chunks of language used to describe family and friends; To look at male and female words for family members and friends	To practice listening for general understanding and to recognize question forms	To set the scene and introduce the theme with a photo; To get students talking about favorite photos
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (2,3) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (6,7)	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect. (1,2) Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (4,5,6)	Can give or seek personal views and opinions in discussing topics of interest (1,2,3) Can describe events, real or imagined. Can narrate a story. (1,2,3) Can give or seek personal views and opinions in discussing topics of interest. (3) Can give or seek personal views and opinions in discussing topics of interest. (7)
	Communicative Outcomes	Students listen to a conversation about people in a photo, and will practice describing people in photos and people they know		

Lesson	Ac. hours	Grammar	Speaking and Pronunciation
2. Who's the guy in the middle? (pages 52 - 53)	2	Question formation	Explaining who people are
	Lesson Aims	To check students' understanding of how to form and use questions in a variety of tenses	To practice the weak forms of the auxiliary verbs and pronouns when asking past simple questions To introduce and practice ways of explaining exactly who we are talking about To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. (8,9_	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (10,11) Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (12,13) Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. (14) Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (15)
	Communicative Outcomes	Students practice describing people in photos and people they know	

Lesson	Ac. hours	Listening	Speaking and Pronunciation
3.A family business (pages 54 - 55)	2		
	Lesson Aims	To practice listening for general understanding and to listen intensively for chunks of language in a text	To lead in to the topic of the lesson; To talk about family businesses
	CEF mapping Framework (exercises)	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (2,3,4)	Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give or seek personal views and opinions in discussing topics of interest (1) Can express his/her thoughts about abstract or cultural topics such as music,films. Can explain why something is a problem. Can give or seek personal views and opinions in discussing topics of interest. (5)
	Communicative Outcomes	Students talk about families and family businesses	

Lesson	Ac. hours	Grammar	Vocabulary	Speaking and Pronunciation
4.A family business (page 55)	2	Similarities and contrasts	Character and habits	
	Lesson Aims	To check students' understanding of how to use <i>both</i> , <i>neither</i> , <i>all</i> and <i>none</i> to show similarities, and <i>whereas</i> to show a contrast	To introduce and practice adjectives to describe general characteristics	To practice the weak /an/ stress of <i>and</i> when pairing words To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. (6,8,9)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (10)	Can give or seek personal views and opinions in discussing topics of interest. (7,8,9) Can give or seek personal views and opinions in discussing topics of interest.(11) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (12,13) Can give or seek personal views and opinions in discussing topics of interest. Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. (14)
	Communicative Outcomes	Students practice describing similarities and contrasts and talking about general characteristics and abilities in relation to jobs and business		

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and Pronunciation
5.My social network (pages 58 – 59)	2	Words with the same verb and noun forms		
	Lesson Aims	To check students' understanding of how some words have the same form as both verbs and nouns	To listen for general understanding and to listen for phrases in a text	To practice the sounds /w/ and /g/; To revise collocations
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (6,7,8) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events. (11)	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (1,2,3,4)	Can give or seek personal views and opinions in discussing topics of interest. (1,2,5) Can give or seek personal views and opinions in discussing topics of interest. (8) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (9,10)
	Communicative Outcomes	Students read about online friends and behavior on social networking sites; They practice talking about social networking		
Review Test 1. Units 1-6. Online (as homework)				

Unit 7. Your place. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Listening	Speaking and Pronunciation
1. Whereabouts exactly? (pages 60 - 63)	2		Explaining where places are
	Lesson Aims	To practice listening to hear the phrases speakers use and for specific information	To set the scene and introduce the theme with a photo; To get students talking about different places in their country and in the world To introduce and practice ways of saying exactly where we are from
	CEF mapping Framework (exercises)	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect. (2,4)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. (1,2) Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. (1,3,5) Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (6) Can recall and rehearse an appropriate set of phrases from his repertoire. (8) Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (7,8)
	Communicative Outcomes	Students practice describing places and talking about where they are from; They will practice explaining exactly where places are	

Lesson	Ac. hours	Vocabulary	Speaking and pronunciation
2. Whereabouts exactly A big move (pages 63 - 64)	2	Describing Where I live	
	Lesson Aims	To introduce and practice words to describe places To introduce and practice phrases used to describe the place where you live	To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (9,10) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (1,2)	Can give or seek personal views and opinions in discussing topics of interest. (9,10) Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. (11) Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (12) Can give or seek personal views and opinions in discussing topics of interest. (1,2)
	Communicative Outcomes	Students practice explaining exactly where places are Students talk about the place where they live	

Lesson	Ac. hours	Grammar	Reading and Writing	Speaking and Pronunciation
3.A big move (pages 64 – 65)	2	<i>Have to, don't have to, can and can't</i>		
	Lesson Aims	To check students' understanding of how to use <i>have, don't have to, can and can't</i> to talk about rules, necessity and possibility	To give students practice in reading for specific information To do jigsaw reading that creates an information gap and lots of spoken interaction	To practice the pronunciation of <i>have to</i> and <i>can</i>
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used 'routines' and Patterns associated with more predictable situations. (7,8)	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task (3,4,5,6)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. (3,4,5,6) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (9) Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. (10) Can give or seek personal views and opinions in discussing topics of interest. (11)
	Communicative Outcomes	Students read about four people who have moved to a new place Students practice talking about rules where they live		

Lesson	Ac. hours	Listening	Speaking and Pronunciation
4.Let me show you round (page 66)	2		Asking for permission
	Lesson Aims	To listen for general and detailed understanding	To introduce and practice phrases used to ask for permission and respond to requests
	CEF mapping Framework (exercises)	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect. (2)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. (1,3) Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect. (4,5,6,7) Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (5,7)
	Communicative Outcomes	Students listen to a conversation between a host family and a foreign student Students practice asking permission	

Lesson	Ac. hours	Grammar	Vocabulary	Speaking and Pronunciation
5.Let me show you around (pages 66 – 67)	2	<i>Will/won't</i>	Staying with people	
	Lesson Aims	To check students' understanding of how to use will/won't +verb to talk about future actions or give opinions about the future	To introduce and practice phrases used when staying with people	To practice language from the lesson in a free, communicative, personalized speaking activity To practice the sounds /a:/ and /ai/ To revise collocations
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used 'routines' and Patterns associated with more predictable situations. (8,9)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events. (11) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events. (14,15)	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (9,10) Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (12) Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, invitations, apologies etc. (12) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (13)
	Communicative Outcomes	Students practice talking about future actions or giving opinions about the future		

Test. Unit 7. Online (as homework)

Unit 8. Education. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
1. Get the grades (pages 68 - 70)	2	Stages of education		
	Lesson Aims	To introduce and practice chunks of language used to describe stages of education	To practice listening to hear the questions speakers use and for specific information	To set the scene and introduce the theme with a photo To get students talking about school subjects and their educational experiences To practice the stress patterns of different words
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (1,3)	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect. (4,5) Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech. (5,6)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. (1,2) Can give or seek personal views and opinions in discussing topics of interest. (3) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (2) Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. (5,6,7)
	Communicative Outcomes	Students practice talking about future plans and different stages of education		

Lesson	Ac. hours	Grammar	Speaking and Pronunciation
2.Get the grades (pages 70 - 71)	2	First Conditionals	<i>No?</i>
	Lesson Aims	To check students' understanding of how to form and use the first conditional	To introduce and practice saying <i>No?</i> to show surprise To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used 'routines' and Patterns associated with more predictable situations. (9,10,11)	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (8) Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (11) Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. (12) Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (13)
	Communicative Outcomes	Students practice talking about future plans and different stages of education	

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
3.A good system (pages 72 - 73)	2	Education system		
	Lesson Aims	To introduce and practice phrases connected with the education system	To give students practice in listening for general and specific information	To get students talking about classrooms and approaches to education; To lead in to the topic of the lesson
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (2) Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (2)	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect. (3,5)	Can give or seek personal views and opinions in discussing topics of interest. (1) Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. (4,6)
	Communicative Outcomes	Students talk about education systems and things they had to do at school		

Lesson	Ac. hours	Grammar	Writing	Speaking and Pronunciation
4.A good system (page 73)	2	<i>Had to and Could</i>		
	Lesson Aims	To check students' understanding of how to use <i>had to</i> and <i>could</i>		To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. (8,9,10)	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. (10)	Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give or seek personal views and opinions in discussing topics of interest. (7) Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (11)
	Communicative Outcomes	Students talk about education systems and things they had to do at school		

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and Pronunciation
5.He cheated!	2	Cheating		
(pages 74 – 75)	Lesson Aims	To introduce and practice phrases used to talk about cheating	To read for specific detail and to match headings to paragraphs	To get students talking about cheating To lead in to the topic of the lesson To practice sounds To revise collocations
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (7,8) Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (7,8) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events. (11, 12)	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (2,3,4,5)	Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give or seek personal views and opinions in discussing topics of interest. (1) Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. (3,6) Can give or seek personal views and opinions in discussing topics of interest. (9) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (10)
	Communicative Outcomes	Students read an article about cheating and discuss the reasons for cheating in life		

Test. Unit 8. Online (as homework)

Unit 9. Mind and body. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
1.Under the weather (pages 78 - 81)	2	Illnesses and health problems		
	Lesson Aims	To introduce and practice words to describe illnesses and health problems	To practice listening for general understanding and to recognize chunks of language in a listening text	To set the scene and introduce the theme with a picture To get students talking about seasonal illnesses and health problems
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (3,4,5) Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (1,4,5) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (7)	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect. (6,7)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. (1,2) Can give or seek personal views and opinions in discussing topics of interest. (2,3,4,5)
	Communicative Outcomes	Students practice describing illnesses and health problems		

Lesson	Ac. hours	Grammar	Listening	Reading and Writing	Speaking and Pronunciation
2.Under the weather (page 81)	2	Giving advice			Common questions about illness
	Lesson Aims	To check students' understanding of how to use different structures to give advice			To introduce and practice ways of asking common questions about illness To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. (8,9,10)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (11,12)	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. (8,9)	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (10) Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to (11,12) Can participate in short conversations in routine contexts on topics of interest. (13,14)
	Communicative Outcomes	Students practice describing illnesses and health problems			

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and Pronunciation
3.The power of the mind (pages 82 - 83)	2	Phrases with <i>mind</i> and <i>matter</i>		
	Lesson Aims		To read for general and specific understanding To work out the meaning of the words in context	To practice the stress on words in sentences
	CEF mapping Framework (exercises)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (6,8) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (6,8)	Can recognize significant points in straightforward newspaper articles on familiar subjects. (1,2,3) Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (1,4)	Can give or seek personal views and opinions in discussing topics of interest. (1,5) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (7)
	Communicative Outcomes	Students read about and talk about how the power of mind can be used to fight illness		

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
4. Don't worry. You'll be fine (pages 84 – 85)	2	Parts of the body		
	Lesson Aims	To introduce and practice parts of the body	To listen for general and detailed understanding	To practice language from the lesson in a personalized, communicative speaking activity
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (1,2) Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (1,2)	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect. (4,5)	Can participate in short conversations in routine contexts on topics of interest. (3) Can give or seek personal views and opinions in discussing topics of interest. (6)
	Communicative Outcomes	Students practice giving instructions and talking about parts of the body		

Lesson	Ac. hours	Grammar	Vocabulary	Speaking and Pronunciation
5. Don't worry. You'll be fine (pages 84 – 85)	2	Imperatives		
	Lesson Aims	To check students' understanding of how to use imperatives to give instructions, advice and warnings		To practice language from the lesson in a personalized, communicative speaking activity To practice sounds /e/, /i/ and /ei/ To revise collocations
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used 'routines' and Patterns associated with more predictable situations. (7,8,9)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events. (12,13)	Can participate in short conversations in routine contexts on topics of interest. (10) Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. (11) Can describe events, real or imagined. Can narrate a story. (12) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (13)
	Communicative Outcomes	Students practice giving instructions and talking about parts of the body		
Revision and Mid-Year Test (2 academic hours)				

Unit 10. Places to stay. Academic hours: 8 (4 lessons)

Lesson	Ac. hours	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1. When's next train? (pages 86 - 89)	2	Places to stay			Apologizing
	Lesson Aims	To introduce and practice chunks of language used to describe places to stay	To practice listening for detail and to learn words in context		To set the scene and introduce the theme with a photo To get students talking about places to stay To introduce and practice using <i>I'm afraid</i> to apologize To practice saying and recognizing the letters of the alphabet To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (1,2)	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect. (5,6)	Can write short, simple notes and messages relating to matters in areas of immediate need. (10,12)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. (1,2) Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give or seek personal views and opinions in discussing topics of interest. (3,4) Can give or seek personal views and opinions in discussing topics of interest. (6,7) Can participate in short conversations in routine contexts on topics of interest. (8,9,12) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (11)

					<p>Can recall and rehearse an appropriate set of phrases from his repertoire.</p> <p>Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. (13)</p> <p>Can participate in short conversations in routine contexts on topics of interest. (14)</p>
	Communicative Outcomes	Students practice booking rooms, describing hotel facilities, and apologizing			

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
2. We'll deal with it right away (pages 90 - 91)	2	Solving hotel problems		
	Lesson Aims	To introduce and practice chunks of language used to describe places to stay	To practice listening for general understanding and to order phrases as they are used in the text	To lead in to the topic of the lesson To talk about problems people have in hotels
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (2)	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect. (6,7)	Can give or seek personal views and opinions in discussing topics of interest. Can describe events, real or imagined. Can narrate a story. (1) Can participate in short conversations in routine contexts on topics of interest. (3,4) Can give or seek personal views and opinions in discussing topics of interest. (5,8,9)
	Communicative Outcomes	Students talk about hotel problems and use second conditional forms to say how they would react in difficult situations		

Lesson	Ac. hours	Grammar	Reading and Writing	Speaking and Pronunciation
3. We'll deal with it right away. Best holiday ever! (pages 91 - 92)	2	Second Conditionals		
	Lesson Aims	To check students' understanding of how to use second conditional forms to say how we would react in difficult situations	To read for general understanding and for phrases in context in a text	To lead in to the topic of the lesson To talk about holidays for children
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. (10,11,12)	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. (p.92: 3,4)	Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). (12,13) Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). (p.92: 1,2)
	Communicative Outcomes	Students use second conditional forms to say how they would react in difficult situations Students read about and talk about favorite holidays now and in the past		

Lesson	Ac. hours	Grammar	Vocabulary	Speaking and Pronunciation
4. Best holiday ever! (pages 92 – 93)	2	<i>Used to</i>		
	Lesson Aims	To check students' understanding of how to use <i>used to</i> + infinitive to describe past habits or states that have changed		To check students' understanding of how some words have the same form as both verbs and nouns To practice the sounds To revise collocations
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used 'routines' and Patterns associated with more predictable situations. (5,6)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events. (11)	Can describe events, real or imagined. Can narrate a story. (8) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (9,10)
	Communicative Outcomes	Students talk about favorite holidays now and in the past		

Test. Unit 10. Online (as homework)

Unit 11. Science and Nature. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
1. Did you see the news?	2	Science and nature in the news		Responding to news and comments
(pages 96 - 99)	Lesson Aims	To introduce and practice verb + noun collocations on the theme of science and nature in news stories	To listen for general understanding and to recognize sentences used in a listening text	To set the scenes and introduce the theme with a photo To get students talking about the weather and weather experiences To introduce and practice using fixed expressions to respond to news and agree with comments, opinions and suggestions To practice the intonation of different responses to news stories To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (1,3)	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect. (4,5)	Can give or seek personal views and opinions in discussing topics of interest. (1) Can describe events, real or imagined. Can narrate a story. (2) Can give or seek personal views and opinions in discussing topics of interest. (2,3) Can give or seek personal views and opinions in discussing topics of interest. (5) Can participate in short conversations in routine contexts on topics of interest. (6) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (6) Pronunciation is clearly intelligible even if a foreign (7,8) Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. (9) Can participate in short conversations in routine contexts on topics of interest Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (10)
	Communicative Outcomes	Students practice responding to news, making a comment and agreeing with comments about news		

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and Pronunciation
2. Animal magic (page 100)	2	Animals		
	Lesson Aims	To introduce words to describe animals	To practice listening for general understanding and to work out the meaning of words in context	
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (1,2)	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. (5,6,7) Can give or seek personal views and opinions in discussing topics of interest. (6,7,8)	Can give or seek personal views and opinions in discussing topics of interest. (3,4)
	Communicative Outcomes	Students read about and tell stories about animals in the news		

Lesson	Ac. hours	Grammar	Speaking and Pronunciation
3. Animal magic (pages 100 - 101)	2	Past Perfect Simple	
	Lesson Aims	To check students' understanding of how to form and use the past perfect simple	To encourage students to share stories about animals in a free speaking activity
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used 'routines' and Patterns associated with more predictable situations. (9,10,11,12)	Can describe events, real or imagined. Can narrate a story. (11,12, 14)
	Communicative Outcomes	Students read about and tell stories about animals in the news	

Lesson	Ac. hours	Listening	Speaking and Pronunciation
4. Did you know? (page 102)	2		
	Lesson Aims	To practice listening to take notes and to pick out key words	To introduce the theme of the lesson and listening text To get students talking in a personalized speaking activity
	CEF mapping Framework (exercises)	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (3,5)	Can give or seek personal views and opinions in discussing topics of interest. (1) Can give or seek personal views and opinions in discussing topics of interest. (2,4,6)
	Communicative Outcomes	Students listen to a radio programme about science and produce news stories about science subjects	

Lesson	Ac. hours	Grammar	Reading and Writing	Listening	Speaking and Pronunciation
5. Did you know? (page 102)	2	Passives			
	Lesson Aims	To introduce and practice the form and use of passives			To practice the sounds To revise collocations
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. (7,8)	Can write a description of an event, a recent trip - real or imagined Can narrate a story. (10)		Can give or seek personal views and opinions in discussing topics of interest. (9) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (11) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events. (11,12,13)
	Communicative Outcomes	Students produce news stories about science subjects			

Test. Unit 11. Online (as homework)

Unit 12. On the phone. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
1.Can I leave a message? (pages 104 - 107)	2	Using phones		Explaining where people are
	Lesson Aims	To introduce and practice phrases to talk about using phones	To practice listening to and noting telephone messages	To set the scene and introduce the theme with a photo To get students talking about phones To practice the stress in key words
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (1)	Can write short, simple notes and messages relating to matters in areas of immediate need. (3) Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect. (3)	Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). (1,2) Can give or seek personal views and opinions in discussing topics of interest. (2) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (4,5)
	Communicative Outcomes	Students practice having phone conversations and giving and talking messages		

Lesson	Ac. hours	Grammar	Reading and Writing	Speaking and Pronunciation
2.Can I leave a message? (page 107)	2	<i>Just, already, still and just</i>		Explaining where people are
	Lesson Aims	To practice using adverbs to emphasize the theme something happened or when we expect something to happen		To introduce and practice ways of explaining where people are in phone conversations To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used ‘routines’ and Patterns associated with more predictable situations. (8,9)	Can write very short, basic descriptions of events, past activities and personal experiences (10)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (6) Can participate in short conversations in routine contexts on topics of interest. (7) Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can (11) Can participate in short conversations in routine contexts on topics of interest. (12)
	Communicative Outcomes	Students practice having phone conversations and giving and talking messages		

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and Pronunciation
3.Phone for help! (pages 108 - 109)	2	Forming negatives		
	Lesson Aims	To introduce and practice negative prefixes	To read to check predictions and to work out the meaning of words in context	To practice telling phone stories
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (3) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (5,6,7)	Can recognize significant points in straightforward newspaper articles on familiar subjects. (1,2,3,4)	Can give or seek personal views and opinions in discussing topics of interest. (1,2) Can describe events, real or imagined. Can narrate a story. (8,9)
	Communicative Outcomes	Students read and discuss newspaper stories and tell stories connected with the use of phones		

Lesson	Ac. hours	Listening	Speaking and Pronunciation
4.What a nightmare! (page 110)	2		
	Lesson Aims	To practice listening for general and detailed understanding	To introduce the theme of the listening To get students to talk about situations when they lost something
	CEF mapping Framework (exercises)	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect. (2,3,5)	Can give or seek personal views and opinions in discussing topics of interest. (1) Can give or seek personal views and opinions in discussing topics of interest. (4)
	Communicative Outcomes	Students discuss what they would do in certain crime situations	

Lesson	Ac. hours	Grammar	Vocabulary	Speaking and Pronunciation
5.What a nightmare! (pages 110-111)	2	Reporting speech	Reporting crimes	
	Lesson Aims	To introduce and practice ways of reporting speech	To introduce and practice phrases used when reporting crimes	To practice the sounds To revise collocations
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. (6,7)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (9) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events. (13,14)	Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. (8, 10) Can describe events, real or imagined. Can narrate a story. (8) Can participate in short conversations in routine contexts on topics of interest (11) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (12)
	Communicative Outcomes	Students discuss what they would do in certain crime situations and practice reporting crimes		
Review Test 2. Units 7-12. Online (as homework)				

Unit 13. Culture. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
1.It's supposed to be amazing (pages 114 - 116)	2	Films		<i>Supposed to</i>
	Lesson Aims	To introduce and practice types of films and features of films	To listen for general and specific understanding To listen for specific chunks of language in a text	To set the scene and introduce the theme with a photo To get students talking about films To introduce and practice <i>supposed to</i> + infinitive to report what we have heard or read about something
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events. (4)	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. (2,3)	Can give or seek personal views and opinions in discussing topics of interest. Can agree and disagree with others. (1,5) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (6,7)
	Communicative Outcomes	Students practice discussing different types of films and talking about films they have seen or have heard about		

Lesson	Ac. hours	Vocabulary	Speaking and Pronunciation
2.It's supposed to be amazing (pages 114 - 116)	2	-ed/-ing adjectives	<i>Supposed to</i>
	Lesson Aims	To check students' understanding of how to use <i>-ed/-ing</i> adjectives	To introduce and practice <i>supposed to</i> + infinitive to report what we have heard or read about something To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (8,9)	Uses reasonably accurately a repertoire of frequently used 'routines' and Patterns associated with more predictable situations (5,6) Can give or seek personal views and opinions in discussing topics of interest. 6 (6,7) Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. (10) Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (11)
	Communicative Outcomes	Students practice discussing different types of films and talking about films they have seen or have heard about	

Lesson	Ac. hours	Grammar	Reading and Writing	Speaking and Pronunciation
3.Making movies (pages 118 - 119)	2	Noun phrases		
	Lesson Aims	To check students' understanding of how to recognize and use noun phrases	To practice reading for detail To introduce and check words in context	To introduce the theme of the lesson and listening text To get students talking about the film industry in their country To listen and practice the main stress in compound nouns
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. (6,7,8) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (3) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.(11)	Can recognize significant points in straightforward newspaper articles on familiar subjects. (2,3,4)	Can give or seek personal views and opinions in discussing topics of interest. Can agree and disagree with others (1) Can give or seek personal views and opinions in discussing topics of interest. Can agree and disagree with others. (2,4,5) Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. (10) Can give straightforward descriptions on a variety of familiar subjects within his field of interest. (10)
	Communicative Outcomes	Students read about the Nigerian film industry and discuss film industries in their own country and abroad		

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
4.I'm a big fan (pages 120 – 121)	2	Music, art and books		
	Lesson Aims	To introduce and practice words connected to music, art and books	To practice listening for general and detailed understanding	
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events (1,2,3)	Can generally follow the main points of an extended discussion around him/ her, provided speech is clearly articulated in standard dialect. (4,5)	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (3) Can give or seek personal views and opinions in discussing topics of interest. (6) Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. (6)
	Communicative Outcomes	Students listen to a conversation about hobbies and talk about hobbies and issues raised by the topic of the listening		

Lesson	Ac. hours	Grammar	Vocabulary	Speaking and Pronunciation
5. I'm a big fan (page 121)	2	Present Perfect Continuous		
	Lesson Aims	To check students' understanding of how to form and use the present perfect continuous to talk about activities that started in the past and are unfinished		To practice questions with the present perfect continuous To practice the sound /h/ To revise collocations
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used 'routines' and Patterns associated with more predictable situations. (7,8)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events. (13,14)	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (10,11) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (9) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (12)
	Communicative Outcomes	Students listen to a conversation about hobbies and talk about hobbies and issues raised by the topic of the listening		

Test. Unit 13. Online (as homework)

Unit 14. Stuff. Academic hours: 10 (5 lessons)

Lesson	Ac. hours	Vocabulary	Listening	Speaking and Pronunciation
1. What's it called in English? (pages 122 – 124)	2	Things in the house		
	Lesson Aims	To introduce and practice language used to describe household objects	To practice listening for general understanding and to hear chunks of language in a text	To set the scene and introduce the theme with a photo To get students talking about rooms and things in a house
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (3,4)	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect. (1,2)	Can give or seek personal views and opinions in discussing topics of interest. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. (1,2,3) Can give or seek personal views and opinions in discussing topics of interest. (5)
	Communicative Outcomes	Students practice describing household objects and explaining where things are in the home		

Lesson	Ac. hours	Grammar	Vocabulary	Speaking and Pronunciation
2.What's it called in English? (pages 124 - 125)	2	Relative clauses		Explaining where things are
	Lesson Aims	To check students' understanding of how to form and use sentences with relative clauses		To introduce and practice language used to explain where things are in a house To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (8,9) Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. (10,11)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (6)	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (7) Can give or seek personal views and opinions in discussing topics of interest. (8,12) Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. (13) Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (14)
	Communicative Outcomes	Students practice describing household objects and explaining where things are in the home		

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and Pronunciation
3.What a load of rubbish! (page 126)	2	Containers		
	Lesson Aims	To introduce and practice words for describing containers	To give students practice in reading for specific information	
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events (1)	Can give or seek personal views and opinions in discussing topics of interest. (4,6,7,8) Can recognize significant points in straightforward newspaper articles on familiar subjects. (5,6,7,8)	Can give or seek personal views and opinions in discussing topics of interest. (2,3)
	Communicative Outcomes	Students describe containers		

Lesson	Ac. hours	Grammar	Listening	Speaking and Pronunciation
4.What a load of rubbish! Thank you so much (pages 127 - 128)	2	<i>Must/mustn't</i>		
	Lesson Aims	To check students' understanding of how to use <i>must</i> and <i>mustn't</i> to show something is essential	To listen for general understanding and to practice retelling stories	To practice the pronunciation of <i>must</i> and <i>mustn't</i> To introduce students to the theme of the listening To get students talking about presents
	CEF mapping Framework (exercises)	Uses reasonably accurately a repertoire of frequently used 'routines' and Patterns associated with more predictable situations (9,11,12)	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect. (2,4)	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur (10) Can give or seek personal views and opinions in discussing topics of interest. (1) Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. (3) Can give or seek personal views and opinions in discussing topics of interest. (5)
	Communicative Outcomes	Students express rules and laws using <i>must</i> and <i>mustn't</i> Students practice talking about experiences involving giving and receiving cards and presents		

Lesson	Ac. hours	Vocabulary	Speaking and Pronunciation
5.Thank you so much (pages 128-129)	2	Verbs with two objects	
	Lesson Aims	To introduce and practice verbs with two objects	To practice language from the lesson in a free, communicative, personalized speaking activity To practice sounds To revise collocations
	CEF mapping Framework (exercises)	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. (6,8) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events. (11,12)	Can give or seek personal views and opinions in discussing topics of interest. (7) Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). (9) Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (10)
	Communicative Outcomes	Students practice talking about experiences involving giving and receiving cards and presents	
Final Test. (2 academic hours)			