

**LEVEL 2 – Q3**

**(8 weeks - 184 hours – 16 hours exams)**

**SPRING - 2016-2017**

Week	Units	Book subjects	Content	Extra subjects	Writing	Exams
1  13-17 Feb, 2017	<b>PIONEER Pre- Intermediate Unit 1 p. 7-9</b>	<b>Monday</b> Ice Breakers  Present Simple vs Present Progressive Stative verbs	<b>Present Simple:</b> 1. for permanent states 2. for habits or actions that happen regularly 3. for facts and general truths 4. for generalizations 5. schedules  <b>Present Progressive:</b> 1. for temporary states 2. for actions happening at the moment of speaking 3. for future arrangements  <b>Stative Verbs:</b> - <b>verbs of the senses:</b> hear, smell, taste, seem, look, sound - <b>verbs of emotion:</b> like, dislike, love, hate, want, need, prefer - <b>verbs of perception and opinions:</b> know, mean, think, understand, remember, forget, imagine, hope, believe - <b>verbs that show possession:</b> have, own, belong - <b>other verbs:</b> be, cost			
	<b>Unit 1 p. 10 - 12</b>	<b>Tuesday</b> Past simple Prepositions of time	<b>Past Simple:</b> 1. actions that started and were completed at a specific time in the past 2. habitual or repeated actions in the past 3. completed actions that happened one after the other in the past <b>Prepositions of time:</b> at, in, on, till, until, during, before, after, from... to, from... till, from....until	could (past ability) time adverbials (when, after, before) to be (was/were)		

	<b>Unit 1</b> p. 13 – 16 (Omit Writing p. 15)	<b>Wednesday</b> The verb used to	<b>The verb used to</b> (affirmative, negative, question)			
	<b>Unit 2</b> p. 17-21	<b>Thursday</b> Present perfect simple  Present perfect simple vs past simple  for, since, already, yet	<b>Present Perfect Simple:</b> 1. for actions which happened in the past, but we don't mention when exactly 2. for actions which happened in the past and finished, but their results are obvious in the present 3. to talk about actions which started in the past and continues now 4. to talk about experience 5. to talk about recent actions * been & gone <b>Time expressions:</b> always, ever, never, before, once, twice, many times, so far, just, recently, lately, for, since, already, yet, up to now, up till now, this year/ week/month, today			
	<b>Unit 2</b> p. 22-23	<b>Friday</b>				

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2	<b>Unit 2</b> p. 24 - 26	<b>Monday</b> -				
	<b>Unit 3</b> p. 27 - 29	<b>Tuesday</b> Quantifiers: some, any, no, much, many, a lot of, lots of, (a) few, (a) little	<b>some (+):</b> some + uncountable / plural countable nouns <b>some (?):</b> requests & offers <b>any (-) (?):</b> any + uncountable / plural countable nouns <b>no:</b> no + uncountable / plural countable nouns <b>many (-) (?):</b> many + plural countable nouns			

20-24 Feb, 2017			<b>much (-) (?)</b> : much + uncountable nouns <b>a lot of / lots of (+)</b> : a lot of / lots of + uncountable/plural countable nouns <b>a few</b> : a few + plural countable nouns <b>few</b> : few + plural countable nouns <b>a little</b> : a little + uncountable nouns <b>little</b> : little + uncountable nouns			
	<b>Unit 3</b> p. 30 - 31	<u>Wednesday</u> Relative pronouns : who, which, that Relative adverb: where	<b>Subject &amp; Object relative clauses</b> <b>Relative pronouns</b> : who/that, which/that, where <b>Omitting the relative pronoun (who, which, that)</b>  * 'where' cannot be omitted or replaced by 'that'			
	<b>Unit 3</b> p. 32-35 (Omit Writing p. 35)	<u>Thursday</u>				
	<b>Unit 3</b> p. 36	<u>Friday</u> -			Intro to Paragraph	

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3	<b>Unit 4</b> p. 37-39	<u>Monday</u> Past progressive	<b>Past Progressive:</b> 1. for actions that were happening at a specific point of time in the past 2. to describe background scenes to a story 3. for actions that were happening at the same time in the past. In this case, we usually use 'while'. <b>Time clauses:</b> while, as			

27 Feb - 3 Mar, 2017	<b>Unit 4</b> p. 40 - 43	<b><u>Tuesday</u></b> Past simple vs past progressive Time clauses: when, while, as, as soon as	<b>Past Simple vs. Past Progressive</b> <b>Time clauses:</b> when, as soon as, while, as			
	<b>Unit 4</b> p. 44 - 46	<b><u>Wednesday</u></b>			Narrative Paragraph	
	<b>Unit 5</b> p. 50 – 53 (Omit p.48-49)	<b><u>Thursday</u></b> can, could, may, will, would should, had better	<b>can:</b> - to ask for permission - to give permission - to offer help - to make requests - to ask for a favour  <b>could:</b> - to ask for permission - to give permission - to offer help - to make requests - to ask for a favour  <b>may:</b> - to ask for permission - to give permission - to offer help - to make requests  <b>will:</b> - to make requests - to ask for a favour  <b>would:</b> - to make requests - to ask for a favour  <b>should/shouldn't:</b> - to ask for and give advice			

			<ul style="list-style-type: none"> <li>- to express an opinion</li> <li>- to make a suggestion</li> </ul> <p><b>had better / had better not:</b></p> <ul style="list-style-type: none"> <li>- to give strong advice (It often expresses a threat or warning.)</li> </ul>			
	<p><b>Unit 5</b> p. 54 – 56 (Omit Writing p. 55)</p>	<p><b>Friday</b></p>				

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4  6-10 Mar, 2017	<p><b>Unit 6</b> p. 57- 59</p>	<p><b>Monday</b> Future will</p>	<p><b>Future Tense - will:</b></p> <ol style="list-style-type: none"> <li>1. offers &amp; voluntary actions</li> <li>2. promises</li> <li>3. requests</li> <li>4. on-the-spot decisions (instant decisions)</li> <li>5. opinion-based predictions (with the verbs 'think' &amp; 'believe')</li> </ol> <p><b>Time expressions:</b> tomorrow, tonight, soon, next week/month, in an hour/week</p>	<p>will vs. be going to</p> <p>be going to</p> <ol style="list-style-type: none"> <li>1. future plans</li> <li>2. evidence-based predictions (making predictions based on reasons)</li> </ol>	<p>WF1 – 1<sup>st</sup> Draft - Narrative Paragraph</p>	
	<p><b>Unit 6</b> p. 60 - 61</p>	<p><b>Tuesday</b> Time clauses</p>	<p>The use of '<b>when, after, before, as soon as, until</b>' in future tense</p>			
	<p><b>Unit 6</b> p. 62 – 63</p>	<p><b>Wednesday</b> Be able to</p>	<p><b>can:</b> to express ability in the present <b>could:</b> to express ability in the past <b>be able to:</b> to express ability in all tenses <b>was/were able to</b> <b>will be able to</b> <b>'could'</b> vs. <b>'was/were able to'</b></p>			
			<p><b>Thursday</b> -</p>			

	<b>Unit 6</b> p. 64 - 66	<b>Friday</b>			Opinion Paragraph	
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5  13-17 Mar, 2017		<b>Monday</b>			WF 1 - Exam - Narrative Paragraph	Achievement Test 1
	<b>Unit 7</b> p. 67 - 69	<b>Tuesday</b> may, might, could	<b>may/might/could:</b> - to express possibility in the present/future  <b>may not / might not:</b> - to express improbability in the present or future			
	<b>Unit 7</b> p. 70 - 71	<b>Wednesday</b> Conditional sentences: Type 1 If vs when	<b>Conditional Clauses Type1:</b> - for something which is possible to happen in the present or future  If + Present Simple, <u>future will</u> If + Present Simple, <u>modals (may, might, can, should)</u> If + Present Simple, <u>imperative</u>  <b>If vs. When</b>	Type 0 Unless		
	<b>Unit 7</b> p. 72 – 73	<b>Thursday</b> Comparisons	<b>Comparatives &amp; Superlatives</b> <b>as + adjective + as</b> <b>not as + adjective + as</b> <b>less + adjective + than</b> <b>the least + adjective + of/in</b>	Adverbs		
	<b>Unit 7</b> p. 74 - 76 (Omit Writing p. 75)	<b>Friday</b>				

Week	Units	Book subjects	Content	Extra subjects	Writing	Exams
6  20-24 Mar, 2017	<b>Unit 8</b> p. 77 - 79	<b>Monday</b> Exclamatory sentences Clauses of result	<p><b>Exclamatory Sentences</b> (to express enthusiasm, surprise, admiration, disappointment, anger, annoyance, etc.):</p> <ul style="list-style-type: none"> <li>- how + adjective/adverb</li> <li>- what + (a/an) + (adjective) + noun</li> <li>- so + adjective/adverb</li> <li>- such + (a/an) + (adjective) + noun</li> </ul> <p><b>Clauses of Result:</b></p> <ul style="list-style-type: none"> <li>- so + adjective / adverb + (that)</li> <li>- such + (a/an) + (adjective) + noun + (that)</li> </ul> <p>so + much/many such + a lot of</p>		Writing Folder 2 – 1 <sup>st</sup> Draft (Opinion Paragraph)	
	<b>Unit 8</b> p. 80 - 81	<b>Tuesday</b> have to, don't have to, must, mustn't, need to, don't need to, needn't	<p><b>have to:</b> to express obligation in the present/future (in all tenses: <b>had to, will have to</b>)</p> <p>have to vs. must</p> <p><b>must:</b> to express obligation in the present/future</p> <p><b>need to:</b> when it is necessary for us to do something (<b>need – need to</b>)</p> <p><b>don't have to/don't need to/needn't:</b> to express lack of necessity/obligation</p> <p><b>mustn't:</b> when we are not allowed to do something (prohibition)</p> <p><b>can't:</b> when we are not allowed to do something (prohibition)</p>			

	<p><b>Unit 8</b> p. 82 - 83</p>	<p><b><u>Wednesday</u></b> Passive voice (Present simple-past simple)</p>	<p><b>Passive Voice</b> (affirmative, negative, questions) - Present Simple - Past Simple</p> <p><b>Omitting the agent (omitting the 'by-phrase':</b> - when the action interests us more than the agent - when we don't know the agent - when it is easy to figure out who the agent is</p>			
	<p><b>Unit 8</b> p. 84 – 86 (Omit Writing) Omit p. 85</p> <p><b>Unit 9</b> p. 87 - 89</p>	<p><b><u>Thursday</u></b></p> <p>so, neither, too, either</p>	<p>so + affirmative auxiliary verb + subject</p> <p>subject + affirmative auxiliary verb + too</p> <p>neither + affirmative auxiliary verb + subject</p> <p>subject + negative auxiliary verb + either</p> <p>Me too / Me neither</p> <p><b>To express disagreement:</b> * subject + affirmative auxiliary verb when we disagree with a negative statement, but we don't want to repeat it. (A: I can't play tennis. B: I can.) * subject + negative auxiliary verb when we disagree with an affirmative statement, but we don't want to repeat it. (A: I've been to Peru twice. B: I haven't.)</p>			
	<p><b>Unit 9</b> p. 90 - 91</p>	<p><b><u>Friday</u></b> Reflexive pronouns</p>	<p><b>Reflexive Pronouns:</b> 1. as objects of verbs when the subject and the indirect object of the verb are the same 2. as objects of prepositions when the object of the preposition is the same as the subject of the verb.</p>			



			<p><b>by + reflexive pronoun:</b> to show that someone does sth. alone, without any help from anyone else</p> <p>Revision Handout</p>			
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7  27-31 Mar, 2017		<u>Monday</u>			WF 2 – Exam - Opinion Paragraph	Achievement Test 2 (Reader: Love Story - Oxford Bookworms Series – Stage 3)
	<b>Unit 9</b> p. 92 – 96 (Omit Writing p. 95)	<u>Tuesday</u> Present Perfect Progressive  Present Perfect Simple vs. Present Perfect Progressive	<p><b>Present Perfect Progressive:</b></p> <ol style="list-style-type: none"> <li>a repeated action or situation which started in the past and continues up to the present</li> <li>an action which was happening over a period of time in the past and may have finished, but its results are obvious in the present</li> </ol> <p><b>Time Expressions:</b> for, since, how long, all day/week, etc.</p> <p><b>Present Perfect Simple vs. Present Perfect Progressive</b></p> <p>Present Perfect Simple : to emphasize the result of an action</p> <p>Present Perfect Progressive: to emphasize the duration of an action</p>			1 <sup>st</sup> Writing Folder Make-up (Narrative Prgh.)
	<b>Unit 10</b> p. 97-99	<u>Wednesday</u> too/enough	<p><b>too</b> + adjectives/adverbs            adjectives/adverbs + <b>enough</b>  <b>too many</b> + plural countable nouns  <b>too much</b> + uncountable nouns  <b>enough</b> + uncountable nouns / plural            countable nouns</p>			

<p><b>Unit 10</b> p. 100 – 103</p>	<p><b>Thursday</b> Infinitives Bare infinitive</p> <p>-ing form</p>	<p><b>Infinitives:</b></p> <ul style="list-style-type: none"> <li>- to express purpose</li> <li>- after certain verbs: want, would like, would love, hope, decide, manage, plan, arrange, advise, choose, learn, offer, promise, afford, agree, expect, seem, forget, teach, need, try, tell, refuse, remember, plan</li> <li>- after it + be + adjective</li> <li>- after certain adjectives: afraid, surprised, free, happy, ready, sorry, pleased</li> <li>- after 'too' and 'enough'</li> <li>- after question words (who, how, what, where, etc.) in indirect questions</li> </ul> <p><b>Bare infinitive:</b></p> <ul style="list-style-type: none"> <li>- after modal verbs (can, could, will, would, should, may, might, must)</li> <li>- after the verbs 'let' and 'make' (in the active voice).</li> </ul> <p><b>help sb. (to) do sth.</b></p> <p><b>-ing form (Gerund):</b></p> <ul style="list-style-type: none"> <li>- after certain verbs: like, dislike, love, hate, enjoy, prefer, suggest, start, finish, continue, keep, stop, begin, avoid, imagine, spend (time)</li> <li>- after certain expressions : don't mind, can't stand, be interested in, it's worth, How about...?, What about ...?, I look forward to, be good at</li> <li>- after prepositions (by, from, at, in, etc.)</li> <li>- as a subject of a verb</li> </ul>			
<p><b>Unit 10</b> p. 104 – 106 (Omit Writing p.105)</p>	<p><b>Friday</b></p>				

	<b>Unit 11</b> p. 107 – 109	Indirect questions	<b>Indirect Questions:</b> - wh- questions - yes/no questions  * Can/Could you tell me...? * Do you know...? * I'd like to know...			
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8 3-7 Apr, 2017	<b>Unit 11</b> p. 110 – 111	<b>Monday</b> Conditional sentences Type 2 Wishes	<b>Conditional Sentences Type 2</b> If + Past Simple, would/could + V1  <b>Wishes</b> - wish + past simple (to make a wish about a present situation) - wish + could + V1 (to express a regret about sth. we cannot do at present)			
	<b>Unit 11</b> p. 112-116 (Omit Writing p. 115)	<b>Tuesday</b> Tag questions	<b>Tag Questions</b>			
		<b>Wednesday</b>	Revision Handout			1 <sup>st</sup> & 2 <sup>nd</sup> Achievement Test Make-up  2 <sup>nd</sup> Writing Folder Make-up (Opinion Prgh.)
		<b>Thursday</b>	Revision Handout			
		<b>Friday</b>				Gateway & Oral Exam