

**LEVEL 4 (8 weeks - 184 hours – 16 hours exams)**

**FALL - 2016-2017**

Week	Units	Book subjects	Content	Writing	Exams
1  13-17 Feb, 2017	<p><b>Unit 1</b> p. 7 – 11 (don't include grammar on p.11)</p>	<p><b>Monday</b> Ice Breakers</p>			
	<p><b>Unit 1</b> p. 11 - 13 (include grammar on p.11)</p>	<p><b>Tuesday</b> Present simple vs Present progressive  Stative verbs</p>	<p><b>Present Simple:</b> 1. for permanent states 2. for habits or actions that happen regularly 3. for general truths <b>4. for generalizations</b> 5. schedules, timetables, programmes 6. exclamatory sentences with: Off... / Here... / There.../ etc.</p> <p><b>Time Expressions:</b> always, often, usually, never, etc. every day/week, etc. in the morning/spring, etc. at the weekend/weekends; once/twice/three times, etc. a week/day, etc. on Mondays/Monday morning, etc.</p> <p><b>Present Progressive:</b> 1. for temporary states 2. for actions happening at the moment of speaking 3. for future arrangements 4. for describing actions happening now</p> <p><b>Time Expressions:</b> now, at present, at the moment, today, these days, this week/year, etc. next week/year, etc. tonight, tomorrow, etc.</p> <p><b>Stative Verbs:</b> - <b>verbs of the senses:</b> see, feel, hear, smell, taste, notice, seem, look, appear, <b>sound</b> - <b>verbs of emotion:</b> like, dislike, love, hate, want, need, prefer, mind - <b>verbs of perception and opinions:</b> know, agree, <b>disagree</b>, find, mean, think (=believe), understand, remember, forget, imagine, hope, believe, mean, - <b>verbs that show possession:</b> have (= possess), own, belong, <b>contain, include</b> - <b>other verbs:</b> be, cost, <b>mind, matter, mean, require</b></p>		

		<p><b>Stative Verbs used in Progressive Tenses</b></p> <p>think ( = consider ), see ( = meet, visit ), have ( = drink, eat, taste ), taste ( = try food ), feel ( = touch ), <b>smell, expect, appear, look</b></p> <p>Use <b>CAN</b> with these verbs to indicate an action happening now.</p>		
<p><b>Unit 1</b> p. 14 - 18 Omit p.16-17</p>	<p><b><u>Wednesday</u></b></p>			
<p><b>Unit 2</b> p. 19 – 23 (don't include grammar on p.23)</p>	<p><b><u>Thursday</u></b></p>			
<p><b>Unit 2</b> p. 23 – 24 (include grammar on p.23)</p>	<p><b><u>Friday</u></b> Present Perfect Simple vs Present Perf Progressive</p>	<p><b>Present Perfect Simple:</b></p> <ol style="list-style-type: none"> <li>1. for actions which happened in the past, but we don't mention when exactly</li> <li>2. for actions which happened in the past and finished, but their results are obvious in the present</li> <li>3. to talk about a state which started in the past and continues up to the present.</li> </ol> <p><b>* been to &amp; gone to</b></p> <p><b>Time expressions:</b> always, ever, never, before, once, twice, <b>many times</b>, so far, just, recently, lately, for, since, already, yet, how long, <b>up to now, up till now, this year/ week/month, today</b></p> <p><b>Present Perfect Progressive:</b></p> <ol style="list-style-type: none"> <li>1. <b>a repeated action or situation which started in the past and continues up to the present</b></li> <li>2. 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> <li>3. to emphasise the duration of a state or action which started in the past and continues up to 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 emphasise the result of an action  Present Perfect Progressive: to emphasise the duration of an action</p>		
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Week	Units	Book subjects	Content	Writing	Exams
2  20-24 Feb, 2017	<p><b>Unit 2</b> p. 25 – 30 (Omit p. 26-27, use reading material instead)</p> <p>Omit p. 28-29</p>	<p><b>Monday</b> Comparisons</p>	<p><b>Comparatives &amp; Superlatives</b>  as + adjective/adverb + as  not as + adjective/adverb + as  less + adjective/adverb + than  the least + adjective/adverb + of/in  the + comparative , the + comparative  comparative + and + comparative  much – far – a bit – a little – a lot (graded comparatives)</p>		
	<p><b>Unit 3</b> p.31 – 35 (don't include grammar on p. 35)</p>	<p><b>Tuesday</b></p>			
	<p><b>Unit 3</b> p. 35 – 37 (include grammar on p.35)</p>	<p><b>Wednesday</b> Past Simple vs Past Progressive</p> <p>Used to – would- was were going to</p>	<p><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</p> <p><b>Time Expressions:</b> ago, yesterday, in 1998, last week/month/night, etc.  <b>Prepositions of time:</b> at, in, on, till, until, during, before, after, from... to, from... till, from....until</p> <p>could (past ability),  time adverbials (when, while, until, after, before), to be (was, were)</p> <p><b>Past Progressive:</b></p>		

		<ol style="list-style-type: none"> <li>1. for actions that were happening at a specific point of time in the past</li> <li>2. to describe background scenes to a story</li> <li>3. for actions that were happening at the same time in the past. In this case, we usually use 'while'.</li> <li>4. to describe temporary past states or actions.</li> </ol> <p><b>Time clauses:</b> while, as</p> <p><b>Past Simple vs. Past Progressive</b>  <b>Time clauses:</b> when, as soon as, while, as  Reduction of the time clause (while, after, before, as soon as)</p> <p><b>Used to + base form:</b></p> <ol style="list-style-type: none"> <li>1. to describe permanent past states</li> <li>2. to describe past habits</li> <li>3. to describe repeated actions in the past</li> </ol> <p><b>Would + base form</b></p> <ol style="list-style-type: none"> <li>1. to describe past habits</li> <li>2. to describe typical behavior in the past</li> </ol> <p><b>Was / Were going to + base form</b>  Past intentions: to talk about actions somebody intended to do in the past (but probably didn't)</p>		
<p><b>Unit 3</b>  p. 38 - 42  Omit p. 40 - 41</p>	<p><b><u>Thursday</u></b></p>			
<p><b>Unit 4</b>  p. 43 – 47  (don't include  grammar on p. 47)</p>	<p><b><u>Friday</u></b></p>			

Week	Units	Book subjects	Extra subjects	Writing	Exams
3  27 Feb - 3 Mar, 2017	<b>Unit 4</b> p. 47 – 48 (include grammar on p. 47)	<b>Monday</b> Past Perfect Simple vs Past Perfect Progressive	<p><b>Past Perfect Simple:</b> * for an action that took place before a specific point of time or another action in the past.</p> <p><b>Time expressions:</b> before, after, by (e.g. by 8 o'clock), when, by the time, already, ever, never, just</p> <p><b>Past Perfect Progressive:</b> 1. to emphasise the duration of an action that took place before another action in the past. 2. to refer to an action whose duration caused visible results at a later point of time in the past.</p> <p><b>Time expressions:</b> already, by the time, for, since, after, before, when, how long, etc.</p>		
	<b>Unit 4</b> p. 49 – 54 Omit p. 52- 53	<b>Tuesday</b> Clauses of Reason and Concession	<p><b>Clauses of Reason:</b> 1. because / as / since + subject + verb 2. because of / due to + noun/-ing form 3. due to + the fact + that - clause</p> <p><b>Clauses of Concession:</b> 1. although / even though + subject + verb 2. in spite of / despite + noun / -ing form / what... 3. in spite of / despite + the fact + that -clause</p>		
	<b>Omit Unit 5</b> – instead use <b>PPT &amp;</b> <b>Handout &amp;</b> <b>Workbook</b> (p. 41 – Parts D,E)	<b>Wednesday</b> Modal Verbs I	<p><b>Expressing Ability:</b> <b>Can:</b> ability in the present <b>Could:</b> - ability in the past <b>be able to:</b> to express ability in all tenses <b>Was able to – Could – (difference)</b></p> <p><b>Making Requests:</b> <b>Can / Could / May / Will / Would</b></p> <p><b>Asking for Permission:</b> <b>Can / Could / May / Might</b></p>		

			<p><b>Expressing Possibility:</b> Can / May / Might / Could</p> <p><b>Expressing Obligation and Prohibition</b> Must / Have to / Mustn't – Can't / Had to</p> <p><b>Expressing Necessity and Absence of Necessity / Obligation</b> Need to / Don't have to – Don't need to – Needn't / Needed to / Didn't have to – Didn't need to</p> <p><b>should/shouldn't:</b> - to ask for and give advice - to express an opinion - to make a suggestion</p> <p><b>had better / had better not:</b> - to give strong advice (It often expresses a threat or warning.)</p>		
	<b>Unit 6</b> p. 67 - 69	<u>Thursday</u>		Intro to For & Against Essay	
	<b>Unit 6</b> p. 70 – 73 (don't include p. 73 Grammar)	<u>Friday</u> Defining and Non-defining Relative Clause	<p><b>Subject &amp; Object relative clauses</b></p> <p><b>Relative pronouns:</b> who/that, which/that, whose</p> <p><b>Relative Adverbs:</b> where, when</p> <p><b>Omitting the relative pronoun (who, which, that)</b> * 'whose, where, when' cannot be omitted or replaced by 'that'</p> <p><b>Preposition + Relative Pronoun</b></p> <p><b>Which – referring to the whole sentence</b></p>		

Week	Units	Book subjects	Extra subjects	Writing	Exams
4	<b>Unit 6</b> p. 73 – 78 (include Grammar)  Omit p. 74,75,76,77	<u>Monday</u> Countable – Uncountable Nouns & Quantifiers	<ul style="list-style-type: none"> <li>• <b>Nouns that are always in plural form</b></li> <li>• <b>Collective Nouns</b></li> <li>• <b>Containers for Uncountable Nouns</b></li> <li>• <b>Uncountable nouns that change meaning in countable form</b></li> </ul> <p><b>some (+):</b> some + uncountable / plural countable nouns <b>some (?):</b> requests &amp; offers</p>	Writing Folder 1 – 1 <sup>st</sup> Draft - For & Against Essay	

6-10  
Mar,  
2017

**any (-) (?)**: any + uncountable / plural countable nouns  
**no**: no + uncountable / plural countable nouns  
**many (-) (?)**: many + plural countable nouns  
**much (-) (?)**: much + uncountable nouns  
**too, so, how + many / much (+)**  
**(very) much - adverb**  
**a lot (of) / lots (of) / plenty (of) (+)**: a lot of / lots of + uncountable/plural countable nouns  
**Informal: a lot (of) / lots (of) / plenty (of)**  
**a lot (of) / lots (of) / plenty (of)** : are not used with measurements of time or distance

**a few** : a few + plural countable nouns  
**few** : few + plural countable nouns  
**a little**: a little + uncountable nouns  
**little**: little + uncountable nouns  
**hardly any: means very few: very few** + plural countable nouns **OR very little**: very little + uncountable nouns

**For emphasis:**  
**very, so, too** + little / few  
**only** + a little / a few

\* **some, any, much, many, a little, a few, a lot, lots** can also be used without nouns, as pronouns.

**Unit 7**  
p. 79 - 82

**Tuesday**

**Unit 7**  
p. 83 – 85

**Wednesday**  
Passive Voice I  
Passive Voice II

**Passive Voice I**  
- Present Simple  
- Past Simple  
- Present Perfect Simple  
- Past Perfect Simple  
- Future Tense – will  
- Modal Verbs  
- Present Continuous  
- Past Continuous

**Omitting the agent (omitting the 'by-phrase')**:  
- when the action interests us more than the agent

			<ul style="list-style-type: none"> <li>- when we don't know the agent</li> <li>- when it is easy to figure out who the agent is</li> </ul> <p><b>know, believe, say, think, consider, expect, report :</b>  <b>It + passive form of verb + that clause</b>  <b>Subject + passive form of verb + to + base form</b></p> <p><b>Forming passive structures using verbs with two objects: give, offer, send</b></p>		
	<p><b>Unit 7</b>  p. 86 – 90  Omit p.88-89</p>	<b><u>Thursday</u></b>			
	<p><b>Unit 8</b>  p. 91 - 94</p>	<b><u>Friday</u></b>			Oral Exam – Book Review

Week	Units	Book subjects	Extra subjects	Writing	Exams
5		<b><u>Monday</u></b>		Writing Folder I – Exam - For & Against Essay	Achievement Test 1
	<p><b>Unit 8</b>  p. 95  omit  Listening p.96 – use  handout  instead</p>	<p><b><u>Tuesday</u></b>  Full infinitive – bare  infinitive – 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, appear, tend,</li> <li>- after it + be + adjective</li> <li>- after certain adjectives: afraid, surprised, free, happy, ready, sorry, pleased, etc.</li> <li>- after 'too' and 'enough'</li> </ul>		
13-17 Mar, 2017					



		<ul style="list-style-type: none"> <li>- after question words (who, how, what, etc.) in indirect questions</li> <li>- after the <i>first/second/last/best</i>, etc.</li> <li>- after the objects of certain verbs (advise, allow, encourage, invite, order, persuade, teach, tell, etc.)</li> <li>- after question words (<i>how, what, when, where</i>, etc. but not <i>why</i>)</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 '<b>let</b>' and '<b>make</b>' (in the active voice).</li> <li>- after <i>would rather</i> and <i>had better</i></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>- as a noun (subject or object of a verb)</li> <li>- after the verb <b>go</b>, indicating physical activities.</li> <li>- after certain verbs: like, love, hate, enjoy, prefer, suggest, start, finish, continue, keep, stop, begin, avoid, imagine, spend (time), risk, consider, etc.</li> <li>- after certain expressions : don't mind, can't stand, be interested in, it's worth, How/What about ...?, <b>I look forward to, be good at</b>, it's no use, it's no good, there's no point (in), be used to, etc.</li> <li>- after prepositions</li> </ul> <p><b>Verbs followed by full infinitive and –ing form (change in meaning)</b></p> <ul style="list-style-type: none"> <li>- try, remember, forget, stop</li> </ul>		
	<p><b>Unit 8</b> p. 97 – 102 omit p. 100 - 101</p>	<p><b>Wednesday</b> Modal Verbs 2 – past reference - deduction</p> <p><b>Modal verbs + have + past participle</b></p> <ul style="list-style-type: none"> <li>- may / might + have + past participle : possibility in the past</li> <li>- could + have + past participle : possibility in the past which was not fulfilled</li> <li>- should + have + past participle : 1. regret about sth that didn't happen in the past 2. to criticize somebody's behavior</li> </ul> <p><b>Making Deductions</b></p> <ul style="list-style-type: none"> <li>- must + base form : to express certainty that sth is true.</li> </ul>		

			<ul style="list-style-type: none"> <li>- can't + base form : to express belief that sth is impossible</li> <li>- must + have + past participle : to express certainty that sth happened in the past</li> <li>- can't / couldn't + have + past participle : to express certainty that sth didn't happen</li> </ul>		
		<b><u>Thursday</u></b>		Intro to Cause & Effect Essay	
	<b>Unit 9 –</b> p. 103 – 107 (don't include grammar on p.107)	<b><u>Friday</u></b>			

Week	Units	Book subjects	Extra subjects	Writing	Exams
6  20-24 Mar, 2017	<b>Unit 9</b> p. 107 – 109 (include grammar on p.107)	<b><u>Monday</u></b> Conditional Sentences Type 0-1-2 Type 3	<p><b>Conditional Clauses Type0:</b> - to talk about general truths</p> <p>If/When + Present Simple, Present Simple</p> <p><b>Conditional Clauses Type1:</b> - for something which is possible to happen in the present or future</p> <p>If + Present Simple, <u>future will</u> If + Present Simple, <u>modals (may, might, can, should, must) + base form</u> If + Present Simple, <u>imperative</u></p> <p><b>Unless → If ... not</b></p> <p><b>Conditional Sentences Type 2</b> - for unreal or imaginary situations which are unlikely to happen in the present or the future</p> <p>If + Past Simple, would/could/might + base form</p> <p><b>Conditional Sentences Type 3</b></p>	Writing Folder 2 – 1 <sup>st</sup> Draft - Cause & Effect Essay	

		<ul style="list-style-type: none"> <li>- to talk about unreal or imaginary situations in the past.</li> <li>- to express regret</li> <li>- to criticize somebody / something</li> </ul> <p>If + Past Perfect Simple, would/could/might + have + past participle</p>		
<p><b>Unit 9</b> p. 110 – 114 Omit p.112-113 (material desteği)</p>	<b><u>Tuesday</u></b>			
<p><b>Unit 10</b> p. 115 – 119 (don't include grammar on p.119)</p>	<b><u>Wednesday</u></b>			
<p><b>Unit 10</b> p. 119 – 120 (include grammar on p.119)</p>	<p><b><u>Thursday</u></b> Clauses of Result and Purpose  Revision Part 1</p>	<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> <p><b>Clauses of Purpose:</b></p> <ul style="list-style-type: none"> <li>- to / so as (not) to / in order (not) to + base form</li> <li>- so that + can / may / will (not) (present / future time reference )</li> <li>- so that + could / might / would (not) ( past time reference )</li> </ul>		
<p><b>Unit 10</b> p. 121 – 126 Omit p.123 Speaking, 124 - 125</p>	<p><b><u>Friday</u></b> Causative Form  Revision Part 2</p>	<p><b>Causative Form</b> subject + have / get + object + past participle</p> <p><b>to get someone to do something</b> : to persuade someone to do something <b>to have someone do something</b> : to <b>make someone do</b> something or ask someone to do something</p>		

Week	Units	Book subjects	Extra subjects	Writing	Exams
7 27-31 Mar, 2017		<b><u>Monday</u></b>		Writing Folder 2 - Exam - Cause & Effect Essay	Achievement Test 2
	<b>Unit 11</b> p. 127 - 131	<b><u>Tuesday</u></b> Reported Speech Statements	<b>Reported Speech</b> - Statements - Yes/no questions - wh- questions ( ask, wonder, want to know ) - commands ( tell, beg command, advise, warn, order ) - requests ( ask )		Achievement Test 1 Makeup & WF 1 Makeup
	<b>Unit 11</b> p. 132 – 133	<b><u>Wednesday</u></b> Reported Questions, Commands and Requests	<b>Reporting verbs:</b> say, tell, ask  - verb + full infinitive ( agree, claim, demand, offer, promise, refuse, threaten, etc. ) - verb + object + full infinitive ( advise, allow, ask, beg, encourage, forbid, invite, order, permit, remind, warn, etc. ) - verb + -ing form ( accuse sb of, apologise for, admit (to), complain to sb about, deny, insist on, suggest, etc. ) - verb + that - clause ( add, admit, agree, announce, claim, complain, exclaim, explain, inform sb. , promise, suggest, etc. )		Oral Exam Makeup
	<b>Unit 11</b> p.134 – 138 Omit 136 - 137	<b><u>Thursday</u></b>			
	<b>Unit 12</b> p. 139 - 143 (don't include grammar)	<b><u>Friday</u></b>			

Week	Units	Book subjects	Extra subjects	Writing	Exams
8  3-7 Apr, 2017	<b>Unit 12</b> p. 143 – 144 (include grammar)	<b><u>Monday</u></b> Wishes and Unreal Past	<b>Wishes</b> - wish / if only + past simple (to make a wish about a present situation) - wish / if only + could + V1 (to express a regret about sth. we cannot do at present) - would rather + past simple - it's time + past simple - as if / as though + past simple - wish / if only + past perfect simple		
	<b>Unit 12</b> p. 145 – 150 omit p. 148 - 149	<b><u>Tuesday</u></b> Question Tags Subject – Object Questions Question Words	<b>QuestionTags</b> - to confirm sth - to make the other person agree with us		Achievem ent Test 2 Makeup & WF 2 Makeup
		<b><u>Wednesday</u></b> Revision Part 1			
		<b><u>Thursday</u></b> Revision Part 2			
		<b><u>Friday</u></b>			