

**LEVEL R4 (8 weeks - 184 hours – 16 hours exams) SPRING 2016-2017**

Week	Units	Book subjects	Extra subjects	Writing	Exams
1  5-9 Dec, 2016	<p><b>PREMIUM B2</b></p> <p><b>Unit 1</b> p. 1 – 3</p> <p>Grammar &amp; Vocabulary Handout</p>	<p><b>Monday</b> Ice Breakers &amp; Revision of verb tenses</p> <p><b>Present Simple:</b></p> <ol style="list-style-type: none"> <li>for permanent states</li> <li>for habits or actions that happen regularly</li> <li>for general truths</li> <li>for generalizations</li> <li>schedules, timetables, programmes</li> </ol> <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></p> <ol style="list-style-type: none"> <li>for temporary states</li> <li>for actions happening at the moment of speaking</li> <li>for future arrangements</li> <li>for describing actions happening now</li> </ol> <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>Present Simple:</b> 6. exclamatory sentences with: Off... / Here... / There.../ etc.</p> <p><b>Stative Verbs:</b></p> <ul style="list-style-type: none"> <li>- <b>verbs of the senses:</b> see, feel, hear, smell, taste, notice, seem, look, appear, sound</li> <li>- <b>verbs of emotion:</b> like, dislike, love, hate, want, need, prefer, mind</li> <li>- <b>verbs of perception and opinions:</b> know, agree, disagree, find, mean, think (=believe), understand, remember, forget, imagine, hope, believe, mean,</li> <li>- <b>verbs that show possession:</b> have (= possess), own, belong, contain, include</li> <li>- <b>other verbs:</b> be, cost, mind, matter, mean, require</li> </ul> <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 ), smell, expect, appear, look</p> <p>Use <b>CAN</b> with these verbs to indicate an action happening now.</p>		
	<p><b>Unit 1</b></p> <p>Reading &amp; Listening Handout</p>	<p><b>Tuesday</b> Revision of verb tenses</p> <p><b>Present Perfect Simple:</b></p> <ol style="list-style-type: none"> <li>for actions which happened in the past, but we don't mention when exactly</li> <li>for actions which happened in the past and finished, but their results are obvious in the present</li> </ol>			

3. to talk about a state which started in the past and continues up to the present.

\* been to & gone to

**Time expressions:** always, ever, never, before, once, twice, many times, so far, just, recently, lately, for, since, already, yet, how long, up to now, up till now, this year/week/month, today

**Present Perfect Progressive:**

1. a repeated action or situation which started in the past and continues up to the present
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
3. to emphasise the duration of a state or action which started in the past and continues up to the present

**Time Expressions:** for, since, how long, all day/week, etc.

**Future Tense - will:**

1. offers & requests
2. promises
3. requests
4. on-the-spot decisions (spontaneous decisions)
5. opinion-based predictions (with the verbs 'think' & 'believe') – (perhaps, hope, expect, be sure, etc)
6. for threats and warnings

**Future – be going to:**

1. to talk about future plans.
2. to make predictions based on evidence.

**Time expressions:** tomorrow, tonight, soon, next week/month, in an hour/week, this month/year/week etc.

**Present Simple** – for future actions related to official timetables and programmes.  
**Present Progressive** – for planned future actions related to personal arrangements.

**Unit 1**

**Wednesday**

**Reading & Listening Handout**

**Past Simple:**

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

**Time Expressions:** ago, yesterday, in 1998, last week/month/night, etc.

**Prepositions of time:** at, in, on, till, until, during, before, after, from... to, from... till, from....until

could (past ability),  
time adverbials (when, while, until, after, before), to be (was, were)

**Past Progressive:**

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'.
4. to describe temporary past states or actions.

**Time clauses:** while, as

**Past Simple vs. Past Progressive**

**Time clauses:** when, as soon as, while, as

Reduction of the time clause (while, after, before, as soon as)

		<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, <b>already, ever, never, just</b></p>			
<p><b>Unit 1</b> p. 4 - 5</p> <p><b>Grammar &amp; Vocabulary Handout</b></p>		<p><b>Thursday</b> Question types</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 1</b> p. 6 – 10 <b>Optional</b> p. 8 -9</p> <p><b>Unit 1 Workbook Check</b></p>		<p><b>Friday</b> Usage of auxiliary verbs</p>			

Week	Units	Book subjects	Extra subjects	Writing	Exams
2	Unit 2 p. 11 – 13	<u>Monday</u> Articles			
	Grammar Handout				
12-16 Dec, 2016	Unit 2 p. 14	<u>Tuesday</u> Quantifiers			
	Grammar & Reading & Speaking Handout	<ul style="list-style-type: none"> <li>• Nouns that are always in plural form</li> <li>• Collective Nouns</li> <li>• Containers for Uncountable Nouns</li> <li>• Uncountable nouns that change meaning in countable form</li> </ul> <p> <b>some (+):</b> some + uncountable / plural countable nouns  <b>some (?):</b> requests &amp; offers  <b>any (-) (?):</b> any + uncountable / plural countable nouns  <b>no:</b> no + uncountable / plural countable nouns  <b>many (-) (?):</b> many + plural countable nouns  <b>much (-) (?):</b> much + uncountable nouns  <b>too, so, how, as + many / much (+)</b>  <b>(very) much - adverb</b>  <b>a lot (of) / lots (of) / plenty (of) (+):</b> a lot of / lots of + uncountable/plural countable nouns  <b>Informal: a lot (of) / lots (of) / plenty (of)</b>  <b>Formal: many / a number of → countable</b>  <b>much / a great deal of → uncountable</b>  <b>a lot (of) / lots (of) / plenty (of) :</b> are not used with measurements of time or distance </p> <p> <b>a few :</b> a few + plural countable nouns  <b>few :</b> few + plural countable nouns </p>			

**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.

**OMIT!!**  
 a couple of, both/ both of, each, either / either of, neither/ neither of, fewer, each, several, a bit of, a great deal of, less, all / all of, enough, more, most, none of, plenty of, every + singular

		<p><b>a little:</b> a little + uncountable nouns  <b>little:</b> little + uncountable nouns  <b>hardly any: means very few:</b> very few + plural countable nouns <b>OR very little:</b> very little + uncountable nouns</p> <p><b>For emphasis:</b>  <b>very, so, too</b> + little / few  <b>only</b> + a little / a few</p> <p>* <b>some, any, much, many, a little, a few, a lot, lots</b> can also be used without nouns, as pronouns.</p> <p><b>OMIT!!</b>  a couple of, both/ both of, each, either / either of, neither/ neither of, fewer, each, several, a bit of, a great deal of, less, all / all of, enough, more, most, none of, plenty of, every + singular</p>		
<p><b>Unit 2</b>  p. 15-16</p> <p>Reading &amp; Communication Skills</p>	<p><b>Wednesday</b>  Checking for and showing understanding</p>			
<p><b>Unit 2</b>  p. 17-20</p> <p>Listening Handout</p>	<p><b>Thursday</b></p>			
<p><b>Unit 2 Workbook Check</b></p>	<p><b>Friday</b></p>		<p>Paragraph – Essay Comparison</p>	

	Reading & Listening Handout				
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Week	Units	Book subjects	Extra subjects	Writing	Exams
3  19-23 Dec, 2016	Unit 3 p. 21-23	<p><b>Monday</b> Future continuous tense</p> <p>1. to talk about actions that will be in progress at a specific time in the future.</p>			
	Unit 3 p. 24-25 (omit grammar p. 25)	<p><b>Tuesday</b> <b>OMIT!!!</b> future perfect continuous tense</p> <p><b>Future Perfect Simple:</b> 1. to talk about actions that will be completed before a specific time or another action in the future.</p>			
	Handout	<p><b>Time expressions:</b> by + a point in time, by the time, by then, before, etc.</p>			
	Unit 3 p. 26-27 (omit writing & grammar p.26)	<p><b>Wednesday</b> <b>OMIT!!!</b> Position and order of adjectives</p>			
	Handout				

	Unit 3 p. 28-30	<u>Thursday</u>		Intro to Opinion Essay	
	Unit 3 Workbook Check	<u>Friday</u>			
	Handout				

Week	Units	Book subjects	Extra subjects	Writing	Exams
4  26-30 Dec, 2016	Unit 4 p. 31-33	<u>Monday</u> Perfect simple tense vs. perfect continuous tense  <b>Present Perfect Simple vs. Present Perfect Progressive</b> Present Perfect Simple : to emphasise the result of an action Present Perfect Progressive: to emphasise the duration of an action		Writing Folder 1 – First Draft – Opinion Essay	
	Unit 4 p. 34-35	<u>Tuesday</u> Past perfect simple tense vs. past perfect continuous tense  <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.  <b>Time expressions:</b> already, by the time, for, since, after, before, when, how long, etc.			
	Unit 4 p. 36-37	<u>Wednesday</u> Interrupting phrases			



	Unit 4 p. 38-40	<u>Thursday</u>			
	Unit 4 Workbook Check  Revision Handout	<u>Friday</u>			Oral Exam (Reader) Sense & Sensibilit y

Week	Units	Book subjects	Extra subjects	Writing	Exams
2-6 Jan, 2017		<u>Monday</u>		Writing Folder 1 Exam - Opinion Essay	ACHIEVE MENT 1
	5	Handout	<u>Tuesday</u>	Intro to Cause & Effect	
		Unit 5 p. 41-43	<u>Wednesday</u> Present modal verbs  <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>Making Requests:</b> <b>Can / Could / May / Will / Would</b>  <b>Asking for Permission:</b> <b>Can / Could / May / Might</b>	<b>Was able to – Could – (difference)</b>  <b>Needn't / Needed to / Didn't have to – Didn't need to</b>  <b>had better / had better not:</b> - to give strong advice (It often expresses a threat or warning.)	

**Expressing Possibility:**  
**Can / May / Might / Could**

**Expressing Obligation and Prohibition**  
**Must / Have to / Mustn't – Can't / Had to**

**Expressing Necessity and Absence of Necessity / Obligation**  
**Need to / Don't have to – Don't need to**

**should/shouldn't:**

- to ask for and give advice
- to express an opinion
  - to make a suggestion

**Unit 5**  
p. 44-45

**Thursday**  
Past modal verbs

**OMIT!!!**

p. 92, 5.2 → Example: **I couldn't have found the right way without my navigation device**

Needn't have + V3 → Unnecessary Past Action

**Modal verbs + have + past participle**

- may / might + have + past participle : possibility in the past
- could + have + past participle : possibility in the past which was not fulfilled
- should + have + past participle :
  1. regret about sth that didn't happen in the past
  2. to criticize somebody's behavior

**Making Deductions**

- must + base form : to express certainty that sth is true.
- can't + base form : to express belief that sth is impossible

		<p>- must + have + past participle : to express certainty that sth happened in the past</p> <p>- can't / couldn't + have + past participle : to express certainty that sth didn't happen</p>			
	<p><b>Unit 5</b> p. 46-50</p>	<p><b>Friday</b> Relative clauses</p> <p><b>Subject &amp; Object relative clauses</b> Relative pronouns: who/that, which/that, whose Relative Adverbs: where, when Omitting the relative pronoun (who, which, that) * 'whose, where, when' cannot be omitted or replaced by 'that' Preposition + Relative Pronoun Which – referring to the whole sentence</p> <p><b>Prepositions in Relative Clauses</b></p>			

Week	Units	Book subjects	Extra subjects	Writing	Exams
6	<p><b>Unit 5</b> <b>Workbook Check</b></p> <p><b>Unit 6</b> p. 51 - 53 Grammar</p>	<p><b>Monday</b> Reporting with passive verbs <b>Subject + passive form of verb + to + base form</b> <b>It + passive form of verb + that clause</b></p> <p><b>OMIT!!!</b> <b>Subject + passive form of verb + to + have v3</b> <b>Subject + passive form of verb + to + be ving</b> <b>Subject + passive form of verb + to + be v3</b> <b>Subject + passive form of verb + to + have been v3</b></p>	<p><b>WILL BE IN THE PACK</b></p> <p><b>Passive Voice</b> - Present Simple - Past Simple - Present Perfect Simple - Past Perfect Simple - Future Tense – will - Modal Verbs - Present Continuous - Past Continuous</p> <p><b>Omitting the agent (omitting the 'by-phrase'):</b></p>	<p>Writing Folder 2 first draft– Cause &amp; Effect Essay</p>	

<p>9-13 Jan, 2017</p>			<ul style="list-style-type: none"> <li>- when the action interests us more than the agent</li> <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>Forming passive structures using verbs with two objects: give, offer, send</b></p> <p><b>make, see, hear → are followed by a full infinitive in passive form</b></p>		
	<p><b>Unit 6</b> p. 54 - 55</p>	<p style="text-align: center;"><b><u>Tuesday</u></b> causatives: have / get</p> <p style="text-align: center;">subject + have / get + object + past participle</p> <p style="text-align: center;"><b>to get someone to do something</b> : to persuade someone to do something</p> <p style="text-align: center;"><b>to have someone do something</b> : to make someone do something or ask someone to do something</p> <p style="text-align: center;"><b>OMIT!!!</b> <b>make + sth + done</b></p>			
	<p><b>Unit 6</b> p. 56 - 57</p>	<p style="text-align: center;"><b><u>Wednesday</u></b> asking for and expressing approval</p>			
	<p><b>Unit 6</b> p. 58 - 60</p> <p><b>Handout</b></p>	<p style="text-align: center;"><b><u>Thursday</u></b></p>			
	<p><b>Unit 6</b> <b>Workbook</b> <b>Check</b></p>	<p style="text-align: center;"><b><u>Friday</u></b></p>			

	Revision Handout				
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Week	Units	Book subjects	Extra subjects	Writing	Exams
7  16-20 Jan, 2017		<b>Monday</b>		Writing Folder 2 Exam – Cause & Effect Essay	ACHIEVEMENT 2 (Reader: Far From the Madding Crowd)
	Unit 7 p. 61 – 63	<b>Tuesday</b> Reported Speech: Orders, Requests, Suggestions & Reporting with Passive verbs	<b>Reported Speech</b> - Statements - Yes/no questions - wh- questions ( ask, wonder, want to know ) - commands ( tell, beg command, advise, warn, order ) - requests ( ask )  <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. )		Achievement Test 1 Makeup & WF 1 Makeup
	Unit 7 p. 64 – 65	<b>Wednesday</b> unreal conditionals <b>OMIT!!!</b> mixed conditional  Unless → If ... not			Oral exam Makeup

		<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> - to talk about unreal or imaginary situations in the past. - to express regret - to criticize somebody / something</p> <p>If + Past Perfect Simple, would/could/might + have + past participle</p>			
<p><b>Unit 7</b> p. 66 – 70 Optional – p. 68 - 69</p>		<p><b>Thursday</b> wish clauses (wish / if only) <b>OMIT!!!</b> Wish + would → future meaning</p> <p>- wish / if only + past simple (to make a wish about a present situation) - wish / if only + past perfect simple</p>	<p><b>Wishes</b> - wish / if only + could + V1 (to express a regret about sth. we cannot do at present)</p> <p>- would rather + past simple - it's time + past simple - as if / as though + past simple</p>		
<p><b>Unit 7</b> p.71 – 73</p> <p><b>Unit 7</b> <b>Workbook</b> <b>Check</b></p>		<p><b>Friday</b> gerund vs. infinitive <b>OMIT!!!</b> Passive, Perfect and Progressive Forms of Gerunds and Infinitives</p>	<p><b>Infinitives:</b> - to express purpose - 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, - after it + be + adjective - after certain adjectives: afraid, surprised, free, happy, ready, sorry, pleased, etc.</p>		

- after 'too' and 'enough'

- after question words (who, how, what, etc.) in indirect questions

- after the *first/second/last/best*, etc.

- after the objects of certain verbs (advise, allow, encourage, invite, order, persuade, teach, tell, etc.)

- after question words (*how, what, when, where*, etc. but not *why*)

#### **Bare infinitive:**

- after modal verbs (can, could, will, would, should, may, might, must)

- after the verbs 'let' and 'make' (in the active voice).

- after *would rather* and *had better*

#### **help sb. (to) do sth.**

#### **-ing form (Gerund):**

- as a noun (subject or object of a verb)

- after the verb *go*, indicating physical activities.

- after certain verbs: like, love, hate, enjoy, prefer, suggest, start, finish, continue, keep, stop, begin, avoid, imagine, spend (time), *risk, consider*, etc.

- after certain expressions : don't mind, can't stand, be interested in, it's worth, How/What about ...?, *I look forward to, be good at, it's no use, it's no good, there's no point (in), be used to*, etc.

- after prepositions

#### **Verbs followed by full infinitive and –ing form (change in meaning)**

- try, remember, forget, stop

Week	Units	Book subjects	Extra subjects	Writing	Exams
8 23-27 Jan, 2017	<b>Unit 8</b> p. 74 - 75 (Omit grammar)	<u>Monday</u>			
	<b>Handout</b> (for <b>Proficiency</b> )				
	<b>Unit 8</b> p. 76 - 80	<u>Tuesday</u>			Achievem ent Test 2 Makeup & WF 2 Makeup
	<b>Unit 8</b> <b>Unit 8</b> <b>Workbook</b> <b>Check</b>	<u>Wednesday</u>			
	<b>Handout</b>	<u>Thursday</u>			
<b>Handout</b>	<u>Friday</u>				