

WEEK 1 (11-15 Feb, 2019)	COURSEBOOK	WB	FUNCTIONS	GRAMMAR	WRITING	EXAM
Monday	- Ice breakers Unit 1a p. 5 – 7		- Distinguishing between permanent and temporary situations	<p>Present Simple:</p> <ol style="list-style-type: none"> 1. for permanent states 2. for habits or actions that happen regularly 3. for general truths <p>Present Progressive:</p> <ol style="list-style-type: none"> 1. for temporary states 2. for actions happening at the moment of speaking 3. for situations which are changing or developing 4. for future arrangements <p>Stative Verbs:</p> <ul style="list-style-type: none"> - verbs of the senses: see, feel, hear, smell, taste, seem, look, notice, appear, sound - verbs of emotion: like, dislike, love, hate, want, need, prefer, mind - verbs of perception and opinion: know, mean, think, understand, agree, disagree, remember, forget, imagine, hope, believe - other verbs: be, have, possess, own, belong, cost 		

<p>Tuesday</p>	<p>Unit 1a p. 8-10 (Omit p.11)</p>		<ul style="list-style-type: none"> - Forming different kinds of questions - Asking for information formally and informally 	<p>Indirect Questions:</p> <ul style="list-style-type: none"> - yes/no questions - wh- questions * Can/Could/Would you tell me..? * Can/Could/Would you inform me...? * Can/Could/Would you let me know ...? * Do you know...? * I'd like to know... * I was wondering... <p>Question words: who, which, what, whose, why, when, where, how, how far, how long, how much, how much, how many, how often, what time</p> <ul style="list-style-type: none"> - Verbs with two objects 		
<p>Wednesday</p>	<p>Unit 1b p. 12-15 (Omit p. 14 'be/get used to' in the grammar part. Instead, use the PPT/Handout/Activity for 'used to') (Omit p. 16-17)</p>		<ul style="list-style-type: none"> - Talking about past events - Narrating past events/experiences - Referring to past habits and situations - Expressing ability in the past - Describing sb's personality 	<p>Past Simple:</p> <ol style="list-style-type: none"> 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 4.permanent situations in the past <p>was/were</p> <p>used to:</p> <ol style="list-style-type: none"> 1.to describe permanent 		

				<p>past states 2.to describe past habits 3.to describe repeated actions in the past, that no longer happen</p> <p>Extra: could (past ability) Omit: be/get used to</p>		
Thursday	<p>Unit 1 Round up p. 18-20</p> <p>Unit 2a p. 21-23</p> <p>PPT/Handout/Activity (was/were going to)</p>		<ul style="list-style-type: none"> - Narrating past events/experiences - Sequencing past actions and events - Reporting incidents - Talking about events 	<p>Past Progressive: 1.for actions that were happening at a specific point of time in the past 2.to describe background scenes in a story 3.for actions that were happening at the same time in the past. In this case, we usually use 'while' or 'as'.</p> <p>Past Simple vs. Past Progressive Time Expressions: while, as, when, as soon as</p> <p>EXTRA: was / were going to</p>		
Friday	<p>Writing Handout (Linkers & Useful Expressions) (Part I: Listing & Adding Connectors, Cause & Effect Connectors)</p> <p>Handout</p>					

	(Reading & Speaking)					
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WEEK 2 (18-22 Feb, 2019)	COURSEBOOK	WB	FUNCTIONS	GRAMMAR	WRITING	EXAM
Monday	Writing an email		<ul style="list-style-type: none"> - Giving news - Responding to news - Responding to bad news and showing concern - Writing a formal and informal email 			
Tuesday	Unit 2a p. 24-26 (Omit p.27)		<ul style="list-style-type: none"> - Defining people, places, things and ideas - Describing a person - Expressing opinion and feelings 	Defining Relative Clauses: <ul style="list-style-type: none"> - pronouns: who/that, which/that, whose, where - Omitting the relative pronoun - Non-Defining Relative Clauses <ul style="list-style-type: none"> - which referring to whole sentence - EXTRA: when, why - OMIT = Prep + Relative Pronoun		

Wednesday	<p>Unit 2b p. 28-30</p>		<p>- Comparing and contrasting people and situations</p>	<p>- Adjectives - Adverbs of manner - Comparatives & Superlatives - more + adverb - most + adverb</p> <p>- less+ adjective/adverb+ than - the least+ adjective/adverb+ of/in - as + adjective/adverb+ as not as/so+ adjective/adverb+ as - comparative+ and+ comparative</p> <p>- much, a lot, far, rather, even, a little, a bit + comparative</p> <p>EXTRA: one of the Superlative / Superlatives with determiners</p>		
Thursday	<p>Unit 2b & Round up p. 31-36 (Omit p. 32-33)</p> <p>HANDOUT (Listening)</p>		<p>- Talking about holidays and travelling experiences</p>			
Friday	<p>Writing Handout (Linkers & Useful Expressions) (Part II: Connectors)</p>					

	of Purpose & Connectors of Contrast) (Mixed exercises)					
	Handout (Speaking)					

WEEK 3 (25 Feb-1 March, 2019)	COURSEBOOK	WB	FUNCTIONS	GRAMMAR	WRITING	EXAM
Monday	Writing Handout (Paragraph & Essay Comparison)					
Tuesday	Unit 3a p. 37-39		- Using appropriate tenses to link the past with the present	Present Perfect Simple: 1.for actions which happened in the past, but we don't mention when exactly 2.for a state which started in the past and continues up to the present 3.for actions which happened in the past and finished, but their		

				<p>results are obvious in the present Time Expressions: always, ever, never, before, once, twice, many times, so far, just, recently, lately, for, since, already, yet, <i>up till now, up to now, today, this week</i></p> <p>been vs. gone</p> <p>for & since</p> <p>Present Perfect Simple vs. Simple Past</p> <p>Present Perfect Progressive 1.a repeated action or state which started in the past and continues up to the present 2.for 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 Time Expressions: for, since, how long, all day/week</p> <p>Present Perfect Simple vs. Present Perfect Progressive Perfect Simple: to emphasise the result of an action Perfect Progressive: to emphasise the duration of an action</p>		
Wednesday	Unit 3a p. 40-42		- Expressing (lack of) obligation/necessity	must: to express personal obligation in the present/future		

	(Omit p.43)		<ul style="list-style-type: none"> - Expressing advice - Expressing prohibition - Expressing preference 	<p>have to: to express external obligation in the present/future 'have to' in other tenses: had to / will have to</p> <p>mustn't: to express prohibition don't have to/don't need to/needn't: to express lack of obligation/necessity in the present or future didn't have to/didn't need to: to express absence of necessity in the past need to: to express necessity had better/ had better not: to give strong advice. It often expresses 'threat' or 'warning'. would rather + V1/would rather not + V1: to express preference about the present and future *** EXTRA: should: to give advice ought to: to give advice</p>		
Thursday	Unit 3b p. 44-46		<ul style="list-style-type: none"> - Talking about jobs and employment - Expressing possibility and probability - Expressing certainty - Making deductions in the present/future - Expressing ability 	<p>may/might/could + V1: to express possibility in the present or future may not/might not + V1: to express improbability in the present or future must: to express a positive deduction about the present or future. We are almost certain that something is true. can't: to express a negative</p>		

				deduction about the present or future. We believe that something is impossible. *** EXTRA: be able to (do not cover "was able to/could" difference)		
Friday	Unit 3b & Round up p. 47 & 50-52 (Omit p. 48-49) Revision Handout		- Talking about jobs and employment			

WEEK 4 (4-8 March, 2019)	COURSEBOOK	WB	FUNCTIONS	GRAMMAR	WRITING	EXAM
Monday						ACHIEVEMENT TEST 1
Tuesday	Writing Handout (Writing an opinion essay)					
Wednesday	Unit 4a p. 53-55		- Referring to the future using appropriate tenses	<p>Future Tense – will:</p> <ol style="list-style-type: none"> 1. for predictions, after the verbs believe, think, hope, expect, etc. 2. to talk about on-the-spot decisions 3. for promises 4. for offers and requests 5. for threats and warnings <p>Future Tense – be going to:</p> <ol style="list-style-type: none"> 1. future plans 2. to make predictions based on evidence <p>Present Progressive: for planned future personal arrangements</p> <p>Future Progressive:</p> <ol style="list-style-type: none"> 1. for actions that will be in progress at a specific time in the future 2. to emphasize the duration of an action 		

				<p>Future Perfect: for actions to be completed before a time in future</p> <p>Time expressions: * tomorrow, tonight, next month/year/week/Thursday etc., this month/year/week/Thursday, etc., in an hour/year etc. * by, by the time, by then</p>		
Thursday	<p>Unit 4a p. 56-58 (Omit p. 59)</p>		<ul style="list-style-type: none"> - Expressing hypotheses about what is likely/unlikely to happen - Describing weather conditions 	<p>Conditional Sentences Type 0 Type 1 Type 2 Unless ***EXTRA: If so, If not (Spoken)***</p>		
Friday	<p>Unit 4b p. 60-62</p> <p>(Omit p. 61 ex B - lexical set – units of measurement)</p> <p>Speaking Practice</p>			<p>Articles Determiners</p>		

WEEK 5 (11-15 March, 2019)	COURSEBOOK	WB	FUNCTIONS	GRAMMAR	WRITING	EXAM
Monday						MINI ORAL EXAM
Tuesday	Achievement test (feedback) Unit 4b p. 63 & 66-68 (Omit p. 64-65)					
Wednesday	Unit 6a p. 85-87 (Vocabulary) (Omit p. 87 grammar and practice part, instead use the PPT/Activity/Handout for Passive)		- Talking about holidays and travelling experiences	Passive Voice (Present Simple, Past Simple, Present Perfect, Present Continuous, Past Continuous) (Only affirmative and negatives)		
Thursday	Unit 6a p. 88 – 90 (Omit p. 91)		- Talking about holidays and travelling experiences - Expressing preference	Clauses of reason Clauses of concession Clauses of purpose		
Friday	Unit 6b p. 92 – 94 (adjective suffixes & English in Use)					

	(Omit p. 94 grammar and practice part)					
	Revision					

WEEK 6 (18-22 March, 2019)	COURSEBOOK	WB	FUNCTIONS	GRAMMAR	WRITING	EXAM
Monday						ACHIEVEMENT TEST 2
Tuesday	Unit 6b p. 95 & 98-100 (Omit p. 96-97) PPT (Listening Note-taking) Handout (Listening)					
Wednesday	Unit 7a p. 101-103 (Vocabulary) & 106 (Omit p. 103 grammar and practice part) (Omit p. 104-105)					

	<p>(Omit p. 107)</p> <p>Handout (Grammar – one word)</p>					
<p>Thursday</p>	<p>Unit 7b p. 108-110</p>		<ul style="list-style-type: none"> - Talking about technology - Expressing regret - Making deductions in the past 	<p>may/might/could + have + past participle: to express possibility in the past</p> <p>could + have + past participle: to express that something was possible in the past but didn't eventually happen</p> <p>must + have + past participle: to express a positive deduction about the past. We are almost certain that something happened in the past.</p> <p>can't/couldn't + have + past participle: to express a negative deduction about the past. We are almost certain that something didn't happen.</p> <p>should/shouldn't + have + past participle: to express regret about</p>		

				something that happened in the past		
Friday	Module 7b pp. 111, 114, 115, 116 (Omit p. 112-113) *** OMIT MODULE 8 *** *** End of Course book ***	Workbook: p. 73 (Vocabulary A), 74, 75	- <i>Talking about technology</i>			

WEEK 7 (25-29 March, 2019)	COURSEBOOK	WB	FUNCTIONS	GRAMMAR	WRITING	EXAM
Monday	- Handout 1 – Extra Material Parts I and II - Ppt 2. Tag Questions - Ppt 3. Exclamatory Sentences			EXTRA: - Tag Questions - Exclamatory Sentences (how, so, what, such) - so...that, such...that		
Tuesday	Achievement test (feedback) PPT/Activity/Handout		- Asking for somebody's opinion and expressing opinion - Expressing agreement	EXTRA: Agreement & Disagreement (so, either, neither, too)		

	(agreement/disagreement)		and disagreement	<p>To express agreement:</p> <ul style="list-style-type: none"> - so + affirmative auxiliary verb + subject - subject + affirmative auxiliary verb + too - neither + affirmative auxiliary verb + subject - subject + affirmative auxiliary verb + either <p>- Me too/Me neither</p> <p>To express disagreement:</p> <ul style="list-style-type: none"> - <u>subject + affirmative auxiliary verb</u>: when we disagree with a negative statement, but we don't want to repeat it. (A: I can't play tennis. B: I can.) - <u>subject + negative auxiliary verb</u>: 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.) 		
Wednesday	PPT/Activity/Handout Handout (Reading/Listening)		<ul style="list-style-type: none"> - Understanding warning signs - Saying something is permitted or not 	<p>EXTRA:</p> <ul style="list-style-type: none"> - be allowed to/be supposed to 		

Thursday	Handout (Reading & Speaking)		<ul style="list-style-type: none">- Opening a discussion- Supporting your opinion- Expressing contrast- Using phrases when you want to politely interrupt someone or when you want to get back to the topic of discussion			
Friday	<i>Revision</i> <i>Speaking Practice</i>					

WEEK 8 (1-5 April, 2019)	COURSEBOOK	WB	FUNCTIONS	GRAMMAR	WRITING	EXAM
Monday	<i>Revision</i>					
Tuesday	<i>Revision</i> <i>Speaking Practice</i>					
Wednesday	<i>Revision</i> <i>Speaking Practice</i>					
Thursday						Gateway- Oral Exam
Friday						Gateway