**Course outline**

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| **Course Level:** |  |
| **Contact Hours:** |  |
| **Teacher:** |  |
| **Course Duration:** |  |

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1. **Course Intended Language Learning Outcomes** (CEFR Level B2)

* SWBAT understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
* SWBAT interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
* SWBAT produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
* **Topic Outline/Schedule**

| **Week** | **classes** | **Topic** | **Assignments** |
| --- | --- | --- | --- |
| **1** | **1** | **Unit 1A & 1B**   * + - **Using contractions**     - **Days of the week and countries Vocab**     - **Simple Present Verb to be** | **Pages 6, 7, 8, 9** |
| **2** | **Unit 1C**   * + - **Vocabulary about classroom items and language**     - **Possessive adjectives** | **Pages 10 & 11**  **HOMEWORK: Grammar Bank (Page 135)** |
| **3** | **Unit 2A**   * + - **Common Items Vocabulary**     - **Saying the -s or -es sound**     - **Prepositions review** | **Pages 14 & 15**  **HOMEWORK: Vocabulary Bank (Page 151)** |
| **2** | 4 | **Unit 2B**   * + - **Discussing Colors, Adjectives, and very/really modifiers**     - **Speaking about possessions using descriptive adjectives** | **Pages 16 & 17**  **HOMEWORK: Vocabulary Bank (Page 152)** |
| **5** | **Unit 2C**   * + - **Discussing emotions vocabulary**     - **Listening to emotional scenarios and speaking about the situations**     - **Using imperatives** | **Pages 18 & 19**  **HOMEWORK: 1 & 2 Review and Check (Page 20)** |
| **3** | 6 | **Unit 3A**   * + - **Positive and negative simple present sentences**     - **Verb phrase vocabulary and usage** | **Pages 22 & 23**  **QUIZ #1 OVER UNIT 1 & 2!!!!!!!!!!!!!!** |
| **7** | **Unit 3B**   * + - **Simple present questions and answers**     - **Vocabulary Building and speaking over jobs** | **Pages 24 & 25**  **HOMEWORK: Vocabulary Bank (Page 154)** |
| **8** | **Unit 3C**   * + - **Reviewing word order in questions and question words**     - **Practice answering questions** | **Pages 26 & 27**  **HOMEWORK: Grammar Bank (Page 129)** |
| **4** | **9** | **Unit 4A**   * + - **Possessive questions using “whose” for objects and possessions**     - **Family Vocabulary Building and conversation** | **Pages 30 & 31**  **HOMEWORK: Vocabulary Bank (Page 155)** |
| **10** | **Unit 4B**   * + - **Speaking about daily routine and habits using the simple present**     - **Reviewing prepositions of time** | **Pages 32 & 33**  **Homework: Vocabulary Bank (Page 156)** |

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| **5** | **11** | **Unit 4C**   * + - **Adverbs and expressions of frequency**     - **Sentence structures for sentences with adverbs and expressions of frequency** | **Pages 34 & 35**  **HOMEWORK: 3 & 4 Review and Check (Page 36)** |
| **12** | **Unit 5A**   * + - **Common verb Phrase discussion**     - **Can/Can’t usage in speaking** | **Pages 38 & 39**  **QUIZ #2 OVER UNIT 3 & 4!!!!!!!!!!!!!** |
| **13** | **Unit 5B**   * + - **The usage of present continuous and speaking about situation in pictures** | **Pages 40 & 41** |
| **6** | **14** | **Unit 5C**   * + - **When to use simple present or present continuous**     - **Weather and season vocabulary building activity and discussion** | **Pages 42 & 43**  **HOMEWORK: Prepare for Speaking Presentations** |
| **15** | **SPEAKING PRESENTATION** | **SPEAKING PRESENTATION** |
| **7** | **16** | **FINAL EXAM** | **FINAL EXAM** |
|  |  |  |

1. **Assessment Plan**

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| --- | --- | --- | --- | --- | --- |
|  | **Type of Assessment** | **%** | **Skills/Criteria** | **Frequency** | **Content Source** |
| **1** | **Oral Skills** | **15%** | Speaking skills, through a variety of oral tasks, based on clear criteria | Based on level | Tasks from textbook and teacher-made |
| **2** | **Written Skills / Homework** | **25%** | Written skills, through a variety of tasks, in-class and homework | Based on level | Tasks from textbook and teacher-made |
| **3** | **Quizzes** | **15%** | Vocabulary, grammar, reading, writing | 2-3 short end-of-unit quizzes and/or mid-term test | Textbook-based quizzes |
| **4** | **Final Test/**  **Project** | **30%** | Integrated skills, written and/or oral final assessment, based on clear criteria | Once, at end | Textbook-based test and project designed by teachers |
| **5** | **Participation & Attendance** | **15%** | Student’s level of engagement, contribution to discussions and group work, preparedness for each class | Ongoing: Ts mark grade 3-4 times in course | Workbook and other home assignments |
|  |  | **100%** |  |  |  |

**Passing Grade = 70%**

**Attendance Policy = if students miss 20% (4 classes) or more of class time, they must repeat the level.**