**Course outline**

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| **Course Level:** | 3A |
| **Contact Hours:** | 32 |
| **Teacher:** | Ali Zayed |
| **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**   * + - **Food & Cooking vocab**     - **Group conversation & listening activities** | **Pages 6 & 7** |
| **2** | **Unit 1A**   * + - **Simple present and continuous stative and active verbs**     - **Listening practice** | **Pages 8 & 9**  **HOMEWORK: Grammar Bank 1A (Page 132)** |
| **3** | **Unit 1B**   * + - **Vocab and speaking about family**     - **Future forms using will and going to** | **Pages 10 & 11**  **HOMEWORK: Grammar Bank 1B (Page 133)** |
| **2** | 4 | **Unit 1B**   * + - **Adjectives of personality**     - **Story listening and discussion** | **Pages 12 & 13**  **HOMEWORK: Vocabulary Bank (Page 153)** |
| **5** | **Unit 2A**   * + - **Discussing money related vocab**     - **Reading comprehension and discussion** | **Pages 16 & 17**  **HOMEWORK: Vocabulary Bank (Page 154)** |
| **3** | 6 | **Unit 2A**   * + - **The differences between present perfect and simple past.**     - **Conversation over scams and how to spot them** | **Pages 18 & 19**  **HOMEWORK: Grammar Bank (Page 134)** |
| **7** | **Unit 2B**   * + - **Present perfect using for and since, also present perfect continuous**     - **Reading, listening, and discussing charities** | **Pages 20 & 21**  **HOMEWORK: Grammar Bank (Page 135)** |
| **8** | **Unit 2B**   * + - **Reading Comprehension group work**     - **Strong adjectives vocabulary** | **Pages 22 & 23**  **HOMEWORK: 1 & 2 Review and Check (Page 24)** |
| **4** | **9** | **Unit 3A**   * + - **Group Reading and listening comprehension**     - **Cars and Transportation Vocabulary** | **Pages 26 & 27**  **QUIZ #1 OVER UNIT 1 & 2!!!!!!!!!** |
| **10** | **Unit 3A**   * + - **Comparatives and Superlatives**     - **Listening and Speaking Group work** | **Pages 28 & 29**  **HOMEWORK: Grammar Bank (Page 136)** |

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| **5** | **11** | **Unit 3B**   * + - **Discussing stereotypes and reading about common stereotypes in groups**     - **Reviewing articles** | **Pages 30 & 31**  **HOMEWORK: Grammar Bank (Page 137)** |
| **12** | **Unit 4A**   * + - **Group discussion over phone language and manners**     - **Modals verbs over obligation and prohibitions** | **Pages 36 & 37**  **QUIZ #2 OVER UNIT 3!!!!!!!!!!!!!!!!!!** |
| **13** | **Unit 4B**   * + - **Modals for ability and possibility**     - **New skills listening and speaking group activity** | **Pages 40, 41, 42**  **HOMEWORK: 3 & 4 Review and Check (Page 44)** |
| **6** | 14 | **Unit 5A**   * + - **Going over common superstitions**     - **Sports reading comprehension and vocabulary** | **Pages 46 & 47** |
| **15** | **SPEAKING PRESENTATIONS** | **SPEAKING PRESENTATIONS** |
| **7** | **16** | **LAST CLASS**   * + - **FINAL EXAM** | **LAST CLASS**   * + - **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.**