**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.**