<table>
<thead>
<tr>
<th>WEEK</th>
<th>Unit</th>
<th>Video</th>
<th>Listening</th>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Critical Thinking</th>
<th>Speaking</th>
<th>Portfolio</th>
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</thead>
<tbody>
<tr>
<td>Week 1 7 – 8 Sep.</td>
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<td>Placement Tests and Registration</td>
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<tr>
<td>Week 2 11 – 15 Sep.</td>
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<td>Eid Al Adha (Tentative)</td>
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<tr>
<td>Week 3 18 – 22 Sep.</td>
<td>Unit 1</td>
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<tr>
<td></td>
<td>Animals</td>
<td>Wildlife conservation</td>
<td>Key Listening Skill: Understanding key vocabulary. Visuals to predict content. Listening for main ideas/detail/opinion</td>
<td>Contrasting ideas [e.g. but, yet, however] Word families [e.g. analysis, analyze, analytical, analytically]</td>
<td>Modals for obligations and suggestions [have to, have got to, should, need to, must, ought to]</td>
<td>Giving examples to support an opinion</td>
<td>Preparation for Speaking/Introducing a debate Preparing an opening statement for a debate, using signposting language to help the audience Speaking Task: Debate whether using animals for entertainment should be banned. (Some students should speak for and some against)</td>
<td>Unit 1 Greetings</td>
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<td></td>
<td>L1,L2,L3,L4,L6,L7,L8, L10,L11 Taking notes</td>
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<tr>
<td>Week 4</td>
<td>Unit 2</td>
<td>Customs and Traditions</td>
<td>Japan: Customs and traditions</td>
<td>Key Listening Skill: Identifying cause and effect</td>
<td>Understanding key vocabulary</td>
<td>Predicting content</td>
<td>Listening for main ideas/detail</td>
<td>Using your knowledge</td>
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<tr>
<td>25 – 29 Sep.</td>
<td>1. Suffixes (e.g.: -al, -ise, -able, -ful, -less)</td>
<td>1. Dependent prepositions</td>
<td>Ideas maps identifying advantages and disadvantages</td>
<td>1. Positive and negative aspects of this influence? S1,S4,S5,S8</td>
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<thead>
<tr>
<th>Week 5</th>
<th>Unit 3</th>
<th>History</th>
<th>The desert mummies of Peru</th>
<th>Key Listening Skill: Pre-Listening-Understanding key vocabulary.</th>
<th>Using your knowledge.</th>
<th>Listening for main ideas/detail/text organization features.</th>
<th>Synonyms (e.g. Soldiers, warriors, find, discover)</th>
<th>Relative clauses</th>
<th>Distinguish between facts and opinions</th>
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</thead>
<tbody>
<tr>
<td>2 – 6 Oct.</td>
<td>2. Negative Prefixes (e.g. un-, in-, im-)</td>
<td>3. Modals to express opinions (e.g. might be, could, may )</td>
<td>Giving counter-arguments</td>
<td>4. Debate whether using your mobile phone while driving should be banned. S1,S4,S5,S8</td>
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<tr>
<th>Week 6</th>
<th>Unit 4</th>
<th>Transport</th>
<th>How to make a BMW</th>
<th>Key Listening Skill: Identifying rhetorical questions</th>
<th>Understanding key vocabulary.</th>
<th>Using your knowledge.</th>
<th>Listening for main ideas/detail/text organization features.</th>
<th>Taking notes</th>
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<tbody>
<tr>
<td>9 – 13 Oct.</td>
<td>5. Taking notes</td>
<td>6. Giving counter-arguments</td>
<td>Preparation for Speaking</td>
<td>S1,S4,S5,S8</td>
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## Formative Assessment Listening – Conversations 11th Oct.

### Week 7

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit</th>
<th>Topic</th>
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<tbody>
<tr>
<td>16 – 20 Oct</td>
<td>Unit 6</td>
<td>Health and Fitness - Training for a triathlon: the ultimate event</td>
</tr>
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</table>

### Key Listening Skill:
- Identifying attitude
- Understanding key vocabulary
- Using your knowledge
- Listening for main ideas/detail
- Referring to common knowledge

### Phrasal verbs (e.g. go out, bring up, take up)

### Talking about preferences (e.g. I’d rather, I’d prefer)

### Analyzing persuasive language in adverts

## Formative Assessment Speaking – Conversations 12th Oct.

### Preparation for Speaking:
- Planning to persuade someone
- Using imperatives/adjectives

### Speaking Task:
- Give a presentation about the reasons people become obese and the effects of obesity on their health.

## Revision and Mid-Term Tests

## Week 8


### Week 9

30 Oct. – 3 Nov.

### Unit 5

#### Environment

- Sleeping giants: Russia’s volcanoes

### Key Listening Skill:
- Understanding explanations
- Predicting content from visuals
- Listening for main ideas/detail
- Listening for text organization features
- Listening for counter-argument

### Pronunciation for listening:
- Connected speech: linking sounds

### Negative prefixes

### Modals to express opinions (e.g. might be, could, may)

### Giving counter-arguments

## Week 10

6 – 10

### Unit 7

#### Discovery and Engineering

### Key Listening Skill:
- Understanding lecture

### Phrases with make (e.g.)

### Passive forms

### Researching a topic using

### Preparation for Speaking:
- Outlining a topic
- Using imperatives
<table>
<thead>
<tr>
<th>Nov.</th>
<th>Invention</th>
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<tbody>
<tr>
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<td>organization&lt;br&gt;Understanding key&lt;br&gt;vocabulary&lt;br&gt;Using your knowledge&lt;br&gt;Listening for main ideas&lt;br&gt;Listening for detail&lt;br&gt;Referring for earlier&lt;br&gt;ideas&lt;br&gt;Taking notes&lt;br&gt;Listening for text&lt;br&gt;organizing features&lt;br&gt;Pronunciation for&lt;br&gt;listening:&lt;br&gt;Weak forms and strong&lt;br&gt;forms&lt;br&gt;Weak forms and strong&lt;br&gt;vowel elision</td>
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<td>make a&lt;br&gt;discovery,&lt;br&gt;make sure,&lt;br&gt;make a&lt;br&gt;difference</td>
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<td>Wh-questions&lt;br&gt;and ideas maps</td>
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<td>Using adjectives</td>
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**Speaking Task:**
Give a presentation about an invention or discovery that has changed our lives.

*S1,S4,S5,S8*

<table>
<thead>
<tr>
<th>Week 11&lt;br&gt;13 – 17&lt;br&gt;Nov.</th>
<th>Unit 8&lt;br&gt;Fashion</th>
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<tbody>
<tr>
<td><strong>Key Listening Skill:</strong>&lt;br&gt;Listening for detail&lt;br&gt;Understanding to&lt;br&gt;predict content&lt;br&gt;Listening for main ideas&lt;br&gt;Using your knowledge&lt;br&gt;Pronunciation for&lt;br&gt;listening:&lt;br&gt;Weak forms and strong&lt;br&gt;vowel elision&lt;br&gt;Weak forms and strong&lt;br&gt;vowel elision&lt;br&gt;Weak forms and strong&lt;br&gt;vowel elision</td>
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<td>Idioms and fixed&lt;br&gt;expressions&lt;br&gt;(e.g. I see what&lt;br&gt;you mean, give me a hand, at&lt;br&gt;long last)</td>
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<td>Talking about&lt;br&gt;the future</td>
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<td>Raising and discussing&lt;br&gt;alternative points of&lt;br&gt;view</td>
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<tr>
<td>Preparation for speaking:&lt;br&gt;Asking for opinions and&lt;br&gt;checking information&lt;br&gt;Focusing on information&lt;br&gt;that follows&lt;br&gt;Speaking task:&lt;br&gt;Interview people to find&lt;br&gt;out attitudes towards&lt;br&gt;uniforms and dress codes.</td>
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<td><em>S1,S4,S5,S8</em></td>
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</table>
| Week 12 | Unit 9 | Economic migration: the Chinese dream | **Key Listening Skill:** Understanding key vocabulary  
Listening for main ideas/detail  
Using your knowledge to predict content  
Referring to research  
Identifying opposing point of view | Collocations with pay, save and money (e.g. pay in cash, save energy, borrow money) | Conditional sentences | Identifying and explaining opinions for and against an idea | **Preparation for Speaking:**  
Using –ing verb forms to talk about actions.  
Asking someone to explain in more detail  

**Speaking Task:**  
Give a presentation on the problems poor people face and how individuals and the government can help reduce these problems.  
**S1,S4,S5,S8** |
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<tr>
<td>20 – 24 Nov.</td>
<td>Economics</td>
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<td><strong>23 and 24 November, 2016 National Day Holidays (Tentative)</strong></td>
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| Week 13 | Unit 10 | The placebo effect | **Key Listening Skill:** Understanding paraphrase  
Using your knowledge to predict content  
Listening for main ideas  
Listening for detail  
**Pronunciation for listening:**  
Weak forms and strong vowel elision | Collocations with mind (e.g. mind your own business, never mind, speak your mind) | Modal verbs for giving advice (I I were you, I would...; You should ...; You ought to ...) | Analyzing and applying the idea of multiple intelligences | **Preparation for speaking:**  
Asking for and giving advice  
Using –ing verb forms to talk about actions  

**Speaking task:**  
Ask for and give advice on how to study effectively and what type of courses to consider.  
**S1,S4,S5,S8** |
| 27 Nov. – 1 Dec. | The Brain |  |  |  |  |  |  |
| **Exit Exam 1st December (Tentative)** |  |  |  |  |  |  |  |
| Week 12 |  |  |  |  |  |  |  |
| 12 – 16 Jun. |  |  |  |  |  |  |  |
| 4th December (Sunday) – Last Day of Classes  
Speaking Final Exam – 4th December  
5th December to 8th December Final Exams |  |  |  |  |  |  |  |
LISTENING
L1: Activate schema with visual or textual clues to predict content.
L2: Vary listening strategies for different tasks and purposes (e.g. guessing, predicting, relating new information to prior knowledge, using imagery).
L3: Use contextual clues to make inferences.
L4: Identify the opinions of speakers (Unit 1).
L5: Distinguish fact from opinion (unit 3).
L6: Recognize signpost phrases.
L7: State in their own words essential information from a short recorded lecture.
L8: Transfer specific information from a listening text to a table / diagram.
L9: Use speaker’s facial expressions, body language, and intonation to identify context of message (e.g. a question, frustration) (Portfolio).
L10: Take notes and respond to questions about the topic, main idea, details and opinions from a brief listening (e.g. lecture, news broadcast).
L11: Follow moderately complex instructions.
L12: Listen to a conversation between two or more speakers and be able to answer questions in relation to context, relationship between speakers, register (e.g. formal or informal) (Portfolio).

SPEAKING
S1: Provide organized and complete answers to questions.
S2: Participate in a discussion by initiating, clarifying and concluding a conversation (Portfolio).
S3: Participate in face-to-face conversations on familiar topics such as personal and current local and world events (Portfolio).
S4: Speak in complex sentences using adjective and noun clauses (e.g. I liked the story we read yesterday; I don’t know what you mean by that).
S5: Use a variety of language functional strategies (e.g. ask for and give clarification, ask relevant questions) by participating in formal and informal class discussions and group activities.
S6: Initiate simple conversation using appropriate forms of address and register (formal or informal) (Portfolio).
S7: Paraphrase information from a simple written text/a spoken text/ various graphic materials (pie chart, line graph, complex tables).
S8: Prepare and deliver an organized presentation based on a variety of sources for 5 minutes (lectures, readings, library, TV or personal experience).