

SILABUS LEVEL 2
(32 Meeting)

Meeting	Unit	Objective	Speaking	Writing	Reading	Listening	Grammar	Vocabulary
1	Course and syllabus overview Introduction							
2	UNIT 1 A Leisure Activity	Ss are able to write about their leisure activities and/or hobbies.	Distinguishing outdoor and indoor leisure activities. Discussing some popular leisure activities in Indonesia.		Reading a passage on leisure activity, scanning for some new vocabularies and discussing the meaning.	Listening for identifying topic on people explaining about their leisure activities.	Simple Present Tense, Verb to infinitive, and Gerund	Intensifiers: extremely, very, really, enough, pretty, quite, fairly.
3			Making and practicing simple dialogue in pair asking for their favorite leisure activities.					
4				Writing a letter to a friend telling about leisure activity.		Scanning for information of letter and replying letter on leisure activity.		
5	UNIT 1 B Do it together	Ss are able to perform a rehearsed dialogue on making an invitation.	Discussing several activities that students like to do with others.		Scanning and skimming for some details from passage about amazing places to visit	Listening for specific details on a conversation between friends talking about	Modals Would and Could to make simple invitation and	Adjectives to describe place: so-so, exotic, lively, amazing, boring, wonderful,

					with friends.	their favorite movie's genre and plans to cinemas.	request.	excellent, enjoyable.
6			Discussing several countries to visit with friends.		<ul style="list-style-type: none"> • Reading for getting the meaning and recognizing details on places to visit. • Reading a longer passage about places and recognizing details. 	Listening for specific details on a conversation between friends talking about their plan in watching super bowl together.		
7			<ul style="list-style-type: none"> • Using Fall-Rise intonation in inviting friends. • Delivering a short dialogue in pairs to invite friends. 	Writing a simple dialogue of invitation for a movie.				
8	UNIT 2 A Travel Wish List	Ss are able to identify the different usage of future tense to describe their travel wish list in a written form.	Discussing travelling destinations and choosing the place to visit and activities to do and not to do based on students' preferences.				Simple future tense: will and be going to.	Adjectives ended with -ed and -ing (alarmed/alar ming, Confused/conf using, Exhausted/exh austing, Fascinated/fas cinating,

			Practicing intonation.					Frustrated/frustrating, Frightened/frightening, Satisfied/satisfying, Shocked/shocking, Disappointed/disappointing, amused/amusing).
9			Asking information about a travelling destination and activities to create a travel wish list for a vacation and sharing it to the class.		Reading passage for identifying topic on travelling text.			
10				Describing a wish list for future travelling plan.	Reading passage for scanning specific details and skimming on Travel Wish Lists. Reading passage for scanning specific details on Time for an Adventure.	Listening for specific details on a conversation about travel plan.		
11	UNIT 2 B Better to go to the best one	Ss are able to identify, and to ask and give opinion about the different tourism attractions, and places, then make your decision.	Discussing a chart and giving opinion about the most interesting city.				Comparative and Superlative: Regular, irregular, exception.	Words to show comparison in Nouns: more, less, fewer, most, least, fewest, more and more, less and less, and fewer and fewer.
12			Discussing travel recommendation and performing it front of the		Skimming for some information on Cities of Spain to visit.	Listening for specific information about comparing cities		

			class.					
13				Writing about travel decision and the reasons of choosing it.	<ul style="list-style-type: none"> • Reading passage for guessing meaning from context and scanning for specific information on Best Town for Exploring Jungfrau Region. • Skimming for some information on A Road Trip in Europe 			
14	Review Unit 1 & Unit 2							
15	In Class Assessment 1 Pair work: Presenting tour package with recommended destination and activity.							
16	In Class Assessment 1 Pair work: Presenting tour package with recommended destination and activity.							
17	Progress Test 1							
18	UNIT 3 A My Most Unforgettable Vacation	Ss are able to retell their sequenced-experience about their last vacation chronologically.			<ul style="list-style-type: none"> • Reading for guessing meaning from context of a passage on people's story about their last vacation. • Reading for scanning details and skimming for general ideas 	<ul style="list-style-type: none"> • Listening for specific details on people's story about their last vacation. • Listening for general idea on people's story about their last vacation. 	Simple Past Tense (Regular, irregular) and time sequence (at the beginning, at the beginning/in the middle of sentence).	Adjectives synonymous with Amazing (scintillating, pleasant, splendid, stunning, flabbergasting, astounding, remarkable) and ones with Terrible (hideous,

					on people's story about their last vacation.			appalling, frightful, horrendous, atrocious, ghastly, dreadful)
19				Write about students' memory about their last vacation focusing on the use of simple past tense and time sequence.	<ul style="list-style-type: none"> • Reading for identifying sequence of a passage on unfortunate events during vacation. • Reading a very short story of people's last vacation for analyzing the use of simple past tense and time sequence. 			
20			Retelling students' experience during their last vacation by classifying several activities they did based on the sequence of those activities be done.			Watching a video on someone's blog about his vacation for identifying the sequence of the activities he did.		
21	UNIT 3 B The Unexpected	Ss are able to write events they experienced on their vacation in a well-	Sharing about students' experience on their trip		<ul style="list-style-type: none"> • Reading a very short passage about 	<ul style="list-style-type: none"> • Listening for identifying sequence of unexpected 	Past Continuous Tense and the use of	Preposition of time and place (in, on, at).

	Events	structured recount text.	focusing on unexpected events occurred.		people's experience on their trip to identify the use of simple past and past continuous tense. <ul style="list-style-type: none"> • Reading for scanning a specific details of passage on someone's unfortunate events during vacation. 	events during someone's trip. <ul style="list-style-type: none"> • Listening for specific details on someone's story about his unexpected events during a trip. 	connectors when/while.	
22			<ul style="list-style-type: none"> • Discussing hotel facilities mentioned on a given brochure and recognizing complains correspond to the respective points of the brochure. • Performing prepared short dialogue describing 	Writing a short dialogue describing about imaginary events happening related to the complaint on the given brochure.	<ul style="list-style-type: none"> • Reading for skimming general ideas of passage on someone's unfortunate events during vacation. • Reading for identifying the use of signal words indicating cause and effect and classifying their position in a 			

			about imaginary events happening related to the complaint on the given brochure.		sentence.			
23				Writing student's memory on their most memorable vacation in a well-structured recount text focusing on the use of simple past and past continuous tense.	Read a short passage on unexpected events for identifying the generic structure of recount text.			
24	UNIT 4 A Travel Arrangement	Ss are able to describe their travel arrangement through guided composition orally.	Discussing things to prepare for a camping trip		Reading an international travel checklist and identify its sequence	<ul style="list-style-type: none"> • Watching a video about a trip plan for brainstorming activity. • Listening for information about trip preparation 	Present perfect tense and adverbial of time (For, since)	Words related to travel arrangement, e.g travel, tour, map, trip, book
25				Writing about the preparation progress based on the designated checklist	<ul style="list-style-type: none"> • Scanning and skimming for specific details of passage on a trip guide. • Reading for 			

					summarizing the points			
26			Presenting a vacation plan progress in front of the class					
27	UNIT 4 B Writing a travel blog	Ss are able to able to write a well-structured paragraph about their memorable travel experience.	<ul style="list-style-type: none"> • Discussing memorable travel memories after reading short texts about people's memories of travelling. • Show and tell about one's last holiday experience 			Listening for specific details on conversation about people's last vacation memory	Present perfect tense vs. past tense	List of vocabulary about travel, e.g airport, embassy, currency, landmark, departure, and etc
28					<ul style="list-style-type: none"> • Reading for main idea about one's travel memory. • Reading a paragraph about one's travel experience and recognizing the structure of 			

					organization. • Reading for specific details about a travel blog			
29				Writing a paragraph to explain events happening during the vacation using simple past tense and present tense				
30	Review Unit 3 & Unit 4							
31	IN-CLASS ASSESSMENT 2 Listening							
32	Progress Test 2							