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| **WEEK** | **DATE** | **UNIT** | **LEARNING OBJECTIVES**  At the end of the semester students will be able to | **GRAMMAR STRUCTURES** | **LANGUAGE SKILLS** | **VOCABULARY** | **NOTES & ASSIGNMENTS & EXTRA SOURCES** |
| 1 | 10 -14 FEBRUARY 2025 | **English File-Pre-intermediate**  **Unit:** 10A- 10B- 10C- 11A | \*distinguish the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.  \*follow the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.  \*follow the main points and important details in stories and other narratives.  \*communicate with some confidence on familiar routine and non-routine matters related to his / her interests and professional field.  \*exchange, check and confirm information, deal with less routine situations and explain why something is a problem.  \*express thoughts on more abstract, cultural topics such as films, books, music, etc.  \*give or seek personal views and opinions in discussing topics of interest.  \*make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event.  \*express belief, opinion, agreement and disagreement politely.  \*follow the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.  \*exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his / her field with some confidence.  \*summarize and give his / her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.  \*have enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.  \*have a good range of vocabulary related to familiar topics and everyday situations.  \*use reasonably accurately a repertoire of frequently-used ‘routines’ and patterns associated with more predictable situations.  \*explain the main points in an idea or problem with reasonable precision.  \*exploit a wide range of simple language flexibly to express much of what he / she wants.  \*show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.  \*use a wide range of simple vocabulary appropriately when talking about familiar topics. | \*expressing movement  \*word order of phrasal verbs  \*the passive  \*used to | **Speaking**  \*responding to opinions  \*retelling a person’s day  \*passives quiz  \*talking about school days  **Listening**  \*understanding reasons  \*understanding historical information  \*understanding attitude  **Reading**  \*understanding opinions  \*extracting main points from a text  \*finding key information in a text  **Writing**  \*writing an article about a free time activiy  **Pronunciation**  \* word stress  \*linking  \*/ʃ/, /tʃ/, and /dʒ/  *\*used to / didn’t use to* | \*sports, expressing movement  \*phrasal verbs  \*people from different countries  \*school subjects | \*Relevant chapters and sections from workbooks and LMS are to be assigned as homework.  **\*Writing Part** of **10A** on **pg.79** and **119** will be covered in class or assigned as homework to provide feedback later. |
| 2 | 17 -21 FEBRUARY 2025 | **Unit:** 11B-11C-12A | \*distinguish the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives.  \*follow the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.  \*communicate with some confidence on familiar routine and non-routine matters related to his / her interests and professional field.  \*exchange, check and confirm information, deal with less routine situations and explain why something is a problem.  \*express and respond to feelings such as surprise, happiness, sadness, interest and indifference.  \*enter unprepared into conversations on familiar topics.  \*follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.  \*give straightforward descriptions on a variety of familiar subjects within his / her field of interest.  \*reasonably fluently relate a straightforward narrative or description as a linear sequence of points.  \*give detailed accounts of experiences, describing feelings and reactions.  \*relate details of unpredictable occurrences and the plot of a book or film and describe his/her reactions.  \*describe events, real or imagined and narrate a story.  \*ask someone to clarify or elaborate what he / she has just said.  \*have enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.  \*have a good range of vocabulary related to familiar topics and everyday situations.  \*use reasonably accurately a repertoire of frequently-used ‘routines’ and patterns associated with more predictable situations.  \*show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.  \*use a wide range of simple vocabulary appropriately when talking about familiar topics.  \*exploit a wide range of simple language flexibly to express much of what he / she wants.  \*collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.  \*express him/herself clearly and without much sign of having to restrict what he/she wants to say.  \*have good grammatical control. Occasional ‘slips’ or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.  \*show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.  \*have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy. Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.  \*develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.  \*produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.  \*interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.  \*follow the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.  \*communicate with some confidence on familiar routine and non-routine matters related to his / her interests and professional field.  \*exchange, check and confirm information, deal with less routine situations and explain why something is a problem.  \*generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.  \*make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event.  \*adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.  \*use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some ‘jumpiness’ in a long contribution. | \*might  \*so, neither + auxiliaries  \*past perfect | **Speaking**  \*choices and decisions  \*finding similarities and differences  \*retelling a news story  **Listening**  \*identifying the main points in a talk  \*understanding similarities and differences  **Reading**  \*understanding similarities and differences  \*understanding the order of events  **Pronunciation**  \*diphthongs  \*/ð/ and /θ/  \*the letter *i* | \*word building: noun formation  \*similarities and differences  \*time expressions | \*Relevant chapters and sections from workbooks and LMS are to be assigned as homework. |
| 3 | 24 -28 FEBRUARY 2025 | **Unit:** 12B- 12C- Intermediate 1A | **\***enter unprepared into conversations on familiar topics.  \*follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.  \*maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to.  \*express and respond to feelings such as surprise, happiness, sadness, interest and indifference.  \*generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.  \*give or seek personal views and opinions in discussing topics of interest.  \*make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event.  \*reasonably fluently sustain a straightforward description of one of a variety of subjects within his / her field of interest, presenting it as a linear sequence of points.  \*give straightforward descriptions on a variety of familiar subjects within his / her field of interest.  \*reasonably fluently relate a straightforward narrative or description as a linear sequence of points.  \*give detailed accounts of experiences, describing feelings and reactions.  \*relate details of unpredictable occurrences, e.g. an accident.  \*relate the plot of a book or film and describe his/her reactions.  \*describe events, real or imagined and narrate a story.  \*have a good range of vocabulary related to familiar topics and everyday situations.  \*have a sufficient vocabulary to express him / herself with some circumlocutions.  \*exploit a wide range of simple language flexibly to express much of what he / she wants.  \*reasonably fluently relate a straightforward narrative or description as a linear sequence of points.  \*convey simple, straightforward information of immediate relevance, getting across which point he / she feels is most important.  \*express the main point he / she wants to make comprehensibly.  \*follow standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.  \*follow most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc.  \*take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.  \*with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.  \*account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.  \*initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.  \*correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings.  \*vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.  \*have a good range of vocabulary for matters connected to his/her field and most general topics.  \*use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it.  \*show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.  \*have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.  \*develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.  \*use a variety of linking words efficiently to mark clearly the relationships between ideas.  \*produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices.  \*communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.  \*present his/her ideas in a group and pose questions that invite reactions from other group member’ perspectives. | \*reported speech  \*questions without auxiliaries  \*present simple and continuous, action and non-action verbs | **Speaking**  \*giving opinion on gossiping  \*general knowledge quiz  \*talking about preferences, agreeing and disagreeing  **Listening**  \*understanding quiz questions  \*understanding key words in questions  \*predicting content using visual clues  **Reading**  \*understanding moral of a story  \*using your own experience to understand a text  **Pronunciation**  \*double consonants  \*question words  \*long and short vowel sounds | \*say or tell  \*revision of question words  \*food and cooking | \*Relevant chapters and sections from workbooks and LMS are to be assigned as homework. |
| 4 | 3 -7  MARCH  2025 | **Unit:** 2B- 3B- 4A | \*enter unprepared into conversations on familiar topics.  \*follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.  \*maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to.  \*express and respond to feelings such as surprise, happiness, sadness, interest and indifference.  \*follow much of what is said around him / her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.  \*express his / her thoughts about abstract or cultural topics such as music, films and problem and give brief comments on views of others.  \*compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.  \*take notes during a lecture, which are precise enough for his / her own use at a later date, provided the topic is within his / her field of interest and the talk is clear and well structured.  \*have enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.  \*use reasonably accurately a repertoire of frequently-used ‘routines’ and patterns associated with more predictable situations.  \*show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.  \*exploit a wide range of simple language flexibly to express much of what he / she wants.  \*collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.  \*use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.  \*vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.  \*produce the appropriate collocations of many words in most contexts fairly systematically.  \*have good grammatical control. Occasional ‘slips’ or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.  \*show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.  \*have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.  \*follow straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.  \*communicate with some confidence on familiar routine and non-routine matters related to his / her interests and professional field.  \*exchange, check and confirm information, deal with less routine situations and explain why something is a problem.  \*express thoughts on more abstract, cultural topics such as films, books, music, etc.  \*follow the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives.  \*enter unprepared into conversations on familiar topics.  \*follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.  \*maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to.  \*express and respond to feelings such as surprise, happiness, sadness, interest and indifference.  \*reasonably fluently sustain a straightforward description of one of a variety of subjects within his / her field of interest, presenting it as a linear sequence of points.  \*give detailed accounts of experiences, describing feelings and reactions.  \*relate details of unpredictable occurrences, e.g. an accident.  \*describe events, real or imagined and narrate a story.  \*have a good range of vocabulary related to familiar topics and everyday situations.  \*show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.  \*convey simple, straightforward information of immediate relevance, getting across which point he / she feels is most important.  \*express the main point he / she wants to make comprehensibly.  \*collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.  \*follow standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.  \*obtain information, ideas and opinions from highly specialized sources within his/her field.  \*take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.  \*with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.  \*account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.  \*communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.  \*produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.  \*interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.  \*make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing).  \*find out and pass on straightforward factual information.  \* ask for and follow detailed directions and obtain more detailed information.  \*offer advice on simple matters within his/her field of experience.  \*describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language.  \*express him / herself with relative ease.  \*use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. | \*present perfect + for / since, present perfect continuous  \*articles: *a* / *an*, *the*, no article  \*obligation and prohibition: have to, must, should | **Speaking**  \*How long…?  \* talking about extremes  \*generalizing, talking about childhood  \*talking about annoying habits and manners  **Listening**  \*understanding key words in questions  \*predicting content using visual clues  \*checking hypotheses  \*listening for specific information  \*understanding points of view  \*understanding problems and advice  **Reading**  \*understanding the order of events  \*understanding the main point in a paragraph  \*assessing a point of view  **Pronunciation**  \* sentence rhythm  \*/ə/ two pronunciations  \*silent consonants | \*strong adjectives: *exhausted*, *amazed*, etc.  \*collocation: verbs / adjectives + prepositions  \*phone  language | \*Relevant chapters and sections from workbooks and LMS are to be assigned as homework. |
| 5 | 10 -14  MARCH  2025 | **Unit:** 4B-5A | \*follow straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.  \*distinguish the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.  \*enter unprepared into conversations on familiar topics.  \*follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.  \*maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to.  \*express and respond to feelings such as surprise, happiness, sadness, interest and indifference.  \*follow much of what is said around him / her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.  \*express his / her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.  \*give brief comments on the views of others.  \*compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.  \*generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.  \*give or seek personal views and opinions in discussing topics of interest.  \*make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing).  \*express belief, opinion, agreement and disagreement politely.  \*find out and pass on straightforward factual information.  \*ask for and follow detailed directions and obtain more detailed information.  \*offer advice on simple matters within his/her field of experience.  \*reasonably fluently sustain a straightforward description of one of a variety of subjects within his / her field of interest, presenting it as a linear sequence of points.  \*give straightforward descriptions on a variety of familiar subjects within his / her field of interest.  \*reasonably fluently relate a straightforward narrative or description as a linear sequence of points.  \*give detailed accounts of experiences, describing feelings and reactions.  \*relate details of unpredictable occurrences, e.g. an accident.  \*relate the plot of a book or film and describe his/her reactions.  \*describe dreams, hopes and ambitions.  \*ask someone to clarify or elaborate what he / she has just said.  \*work out how to communicate the main point(s) he / she wants to get across, exploiting any resources available and limiting the message to what he / she can recall or find the means to express.  \*take notes during a lecture, which are precise enough for his / her own use at a later date, provided the topic is within his / her field of interest and the talk is clear and well structured.  \*have enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.  \*have a good range of vocabulary related to familiar topics and everyday situations.  \*have a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.  \*use reasonably accurately a repertoire of frequently-used ‘routines’ and patterns associated with more predictable situations.  \*exploit a wide range of simple language flexibly to express much of what he / she wants.  \*show awareness of the conventional structure of the text type concerned, when communicating his/her ideas.  \*reasonably fluently relate a straightforward narrative or description as a linear sequence of points.  \*collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.  \*link a series of shorter, discrete simple elements into a connected, linear sequence of points.  \*follow standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.  \*give clear, detailed descriptions on a wide range of subjects related to his field of interest.  \*describe the personal significance of events and experiences in detail of his field of interest.  \*in preparing for a potentially complicated or awkward situation, plan what to say in the event of different reactions, reflecting on what expression would be appropriate.  \*plan what is to be said and the means to say it, considering the effect on the recipient/s.  \*correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings.  \*make a note of ‘favourite mistakes’ and consciously monitor speech for it/them.  \*express him/herself clearly and without much sign of having to restrict what he/she wants to say.  \*have a good range of vocabulary for matters connected to his/her field and most general topics.  \*vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.  \*produce the appropriate collocations of many words in most contexts fairly systematically.  \*use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it.  \*have good grammatical control. Occasional ‘slips’ or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.  \*show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.  \*have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.  \*maintain lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.  clear, logical paragraphs.  \*adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.  \*use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some ‘jumpiness’ in a long contribution.  \*produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.  \*interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.  \*relate details of unpredictable occurrences, e.g. an accident.  \*relate the plot of a book or film and describe his/her reactions.  describe dreams, hopes and ambitions.  \*describe events, real or imagined and narrate a story.  \*take follow up questions, but may have to ask for repetition if the speech was rapid.  \*ask someone to clarify or elaborate what he / she has just said.  \*work out how to communicate the main point(s) he / she wants to get across, exploiting any resources available and limiting the message to what he / she can recall or find the means to express.  \*use reasonably accurately a repertoire of frequently-used ‘routines’ and patterns associated with more predictable situations.  \*show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.  \*use a wide range of simple vocabulary appropriately when talking about familiar topics.  \*explain the main points in an idea or problem with reasonable precision.  \*express him / herself with relative ease.  \*relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails).  \*keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.  \*give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.  \*depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.  \*ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.  \*express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.  \*adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.  \*intervene appropriately in discussion, exploiting appropriate language to do so.  \*initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly.  \*use stock phrases (e.g. ‘That's a difficult question to answer’) to gain time and keep the turn whilst formulating what to say.  \*develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. | \*ability and possibility: can, could, be able to  \*past tenses: simple, continuous, past perfect | **Speaking**  \*talking about ability  \*assessing advice  \*talking about sport  \*telling an anecdote  **Listening**  \*making inferences  \*listening for specific information  \*understanding an interview  **Reading**  \*understanding tips and examples  \*understanding how examples support main points  **Pronunciation**  \*sentence stress  \* /ɔ:/ and /ɜ:/ | \*-*ed* / -*ing*  Adjectives  \*sport | \*Relevant chapters and sections from workbooks and LMS are to be assigned as homework. |
| 6 | 17 - 21  MARCH  2025 | **Unit:** 5B-6A | \*follow the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives.  \*generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.  \*give or seek personal views and opinions in discussing topics of interest.  \*make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event.  \*express belief, opinion, agreement and disagreement politely.  \*reasonably fluently sustain a straightforward description of one of a variety of subjects within his / her field of interest, presenting it as a linear sequence of points.  \*give straightforward descriptions on a variety of familiar subjects within his / her field of interest.  \*reasonably fluently relate a straightforward narrative or description as a linear sequence of points.  \*give detailed accounts of experiences, describing feelings and reactions.  \*relate details of unpredictable occurrences, e.g. an accident.  \*relate the plot of a book or film and describe his/her reactions.  \*describe events, real or imagined and narrate a story.  \*ask someone to clarify or elaborate what he / she has just said.  \*work out how to communicate the main point(s) he / she wants to get across, exploiting any resources available and limiting the message to what he / she can recall or find the means to express.  \*use a simple word meaning something similar to the concept he / she wants to convey and invites ‘correction’.  \*take notes during a lecture, which are precise enough for his / her own use at a later date, provided the topic is within his / her field ofinterest and the talk is clear and well structured.  \*have enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.  \*have a good range of vocabulary related to familiar topics and everyday situations.  \*have a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.  \*communicate with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he / she is trying to express.  \*use reasonably accurately a repertoire of frequently-used ‘routines’ and patterns associated with more predictable situations.  \*show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.  \*use a wide range of simple vocabulary appropriately when talking about familiar topics.  \*perform and respond to a wide range of language functions, using their most common exponents in a neutral register.  \*be aware of the salient politeness conventions and acts appropriately.  \*exploit a wide range of simple language flexibly to express much of what he / she wants.  \*express him / herself with relative ease.  \*keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.  \*collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.  \*follow standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.  \*follow most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc.  \*have good grammatical control. Occasional ‘slips’ or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.  \*show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.  \*have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.  \*adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.  \*produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.  \*interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.  \*highlight the main issues that need to be solved in a complex task and the important aspects that need to be taken into account.  \*follow the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.  \*exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).  \*express opinions on subjects relating to everyday life, using simple expressions.  \*briefly give reasons and explanations for opinions, plans and actions.  \*say whether or not he/she approves of what someone has done and give reasons to justify this opinion.  \*correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.  \*ask for confirmation that a form used is correct.  \*start again using a different tactic when communication breaks down.  \*follow the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialization.  \*follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.  \*express him/herself clearly and without much sign of having to restrict what he/she wants to say.  \*have lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.  \*use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some ‘jumpiness’ in a long contribution. | \*past and present habits and states  \*passive [all tenses] | **Speaking**  \*talking about present and past habits  \*presenting an opinion  \*talking about films  **Listening**  \*predicting the end of a story  \*understanding facts and supporting information  \*listening for content words  **Reading**  \*predicting the end of a story  \*understanding the main point in a paragraph  **Pronunciation**  \*the letter s, used to  \*regular and irregular past participles | \*relationships  \*cinema | \*Relevant chapters and sections from workbooks and LMS are to be assigned as homework. |
| 7 | 24 - 28  MARCH  2025 | **Catch-up Week!** |  |  |  |  | \*Midterm exam will take place. |
| 8 | 31 MARCH –  4 APRIL  2025 | **Unit:** 6B – 7A | \*enter unprepared into conversations on familiar topics.  \*follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.  \*maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to.  \*express and respond to feelings such as surprise, happiness, sadness, interest and indifference.  \*follow much of what is said around him / her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.  \*express his / her thoughts about abstract or cultural topics such as music, films and problem and give brief comments on views of others.  \*compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.  \*take notes during a lecture, which are precise enough for his / her own use at a later date, provided the topic is within his / her field of interest and the talk is clear and well structured.  \*have enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.  \*use reasonably accurately a repertoire of frequently-used ‘routines’ and patterns associated with more predictable situations.  \*show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.  \*exploit a wide range of simple language flexibly to express much of what he / she wants.  \*collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.  \*use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.  \*vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.  \*produce the appropriate collocations of many words in most contexts fairly systematically.  \*have good grammatical control. Occasional ‘slips’ or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.  \*show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.  \*have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.  \*follow straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.  \*communicate with some confidence on familiar routine and non-routine matters related to his / her interests and professional field.  \*exchange, check and confirm information, deal with less routine situations and explain why something is a problem.  \*express thoughts on more abstract, cultural topics such as films, books, music, etc.  \*follow the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives.  \*enter unprepared into conversations on familiar topics.  \*follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.  \*maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to.  \*express and respond to feelings such as surprise, happiness, sadness, interest and indifference.  \*reasonably fluently sustain a straightforward description of one of a variety of subjects within his / her field of interest, presenting it as a linear sequence of points.  \*give detailed accounts of experiences, describing feelings and reactions.  \*relate details of unpredictable occurrences, e.g. an accident.  \*describe events, real or imagined and narrate a story.  \*have a good range of vocabulary related to familiar topics and everyday situations.  \*show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.  \*convey simple, straightforward information of immediate relevance, getting across which point he / she feels is most important.  \*express the main point he / she wants to make comprehensibly.  \*collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.  \*follow standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.  \*obtain information, ideas and opinions from highly specialized sources within his/her field.  \*take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.  \*with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.  \*account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.  \*communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.  \*produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.  \*interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.  \*make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing).  \*find out and pass on straightforward factual information.  \* ask for and follow detailed directions and obtain more detailed information.  \*offer advice on simple matters within his/her field of experience.  \*describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language.  \*express him / herself with relative ease.  \*use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. | \*modals of deduction: might, can’t, must  \*first conditional and future time clauses + when, until, etc. | **Speaking**  \*talking about profile pictures  \*making deductions  \*talking about school  \*assessing opinions  **Listening**  \*checking assumption  \*understanding the order of events  \*listening for numbers  **Reading**  \*understanding humour  \*checking assumptions  \*understanding point of view  **Pronunciation**  \*diphthongs  \*the letter u | \*the body  \*education | \*Relevant chapters and sections from workbooks and LMS are to be assigned as homework. |
| 9 | 7-11  APRIL  2025 | **Unit:** 8A – 8B | \*follow the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives.  \*generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.  \*give or seek personal views and opinions in discussing topics of interest.  \*make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event.  \*express belief, opinion, agreement and disagreement politely.  \*reasonably fluently sustain a straightforward description of one of a variety of subjects within his / her field of interest, presenting it as a linear sequence of points.  \*give straightforward descriptions on a variety of familiar subjects within his / her field of interest.  \*reasonably fluently relate a straightforward narrative or description as a linear sequence of points.  \*give detailed accounts of experiences, describing feelings and reactions.  \*relate details of unpredictable occurrences, e.g. an accident.  \*relate the plot of a book or film and describe his/her reactions.  \*describe events, real or imagined and narrate a story.  \*ask someone to clarify or elaborate what he / she has just said.  \*work out how to communicate the main point(s) he / she wants to get across, exploiting any resources available and limiting the message to what he / she can recall or find the means to express.  \*use a simple word meaning something similar to the concept he / she wants to convey and invites ‘correction’.  \*take notes during a lecture, which are precise enough for his / her own use at a later date, provided the topic is within his / her field ofinterest and the talk is clear and well structured.  \*have enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.  \*have a good range of vocabulary related to familiar topics and everyday situations.  \*have a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.  \*communicate with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he / she is trying to express.  \*use reasonably accurately a repertoire of frequently-used ‘routines’ and patterns associated with more predictable situations.  \*show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.  \*use a wide range of simple vocabulary appropriately when talking about familiar topics.  \*perform and respond to a wide range of language functions, using their most common exponents in a neutral register.  \*be aware of the salient politeness conventions and acts appropriately.  \*exploit a wide range of simple language flexibly to express much of what he / she wants.  \*express him / herself with relative ease.  \*keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.  \*collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.  \*follow standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.  \*follow most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc.  \*have good grammatical control. Occasional ‘slips’ or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.  \*show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.  \*have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.  \*adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.  \*produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.  \*interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.  \*highlight the main issues that need to be solved in a complex task and the important aspects that need to be taken into account.  \*follow the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.  \*exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).  \*express opinions on subjects relating to everyday life, using simple expressions.  \*briefly give reasons and explanations for opinions, plans and actions.  \*say whether or not he/she approves of what someone has done and give reasons to justify this opinion.  \*correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.  \*ask for confirmation that a form used is correct.  \*start again using a different tactic when communication breaks down.  \*follow the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialization.  \*follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.  \*express him/herself clearly and without much sign of having to restrict what he/she wants to say.  \*have lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.  \*use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some ‘jumpiness’ in a long contribution. | \*choosing between gerunds and infinitives  \*reported speech: sentences and questions | **Speaking**  \*describing ideal situations  \*making a presentation  \*talking about shopping habits  **Listening**  \*listening and making notes  \*understanding the order of events  \*understanding attitude and tone  **Reading**  \*predicting the end of a story  **Writing**  \*writing a covering e-mail  **Pronunciation**  \*the letter ai  \*word stress | \*work  \*shopping  \*making nouns from verbs | \*Relevant chapters and sections from workbooks and LMS are to be assigned as homework.  **\*Writing Part** of **8A** on **pg.77** and **121** will be covered in class or assigned as homework to provide feedback later. |
| 10 | 14-18  APRIL  2025 | **Unit:** 9A – 9B | \*follow the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives.  \*generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.  \*give or seek personal views and opinions in discussing topics of interest.  \*make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event.  \*express belief, opinion, agreement and disagreement politely.  \*reasonably fluently sustain a straightforward description of one of a variety of subjects within his / her field of interest, presenting it as a linear sequence of points.  \*give straightforward descriptions on a variety of familiar subjects within his / her field of interest.  \*reasonably fluently relate a straightforward narrative or description as a linear sequence of points.  \*give detailed accounts of experiences, describing feelings and reactions.  \*relate details of unpredictable occurrences, e.g. an accident.  \*relate the plot of a book or film and describe his/her reactions.  \*describe events, real or imagined and narrate a story.  \*ask someone to clarify or elaborate what he / she has just said.  \*work out how to communicate the main point(s) he / she wants to get across, exploiting any resources available and limiting the message to what he / she can recall or find the means to express.  \*use a simple word meaning something similar to the concept he / she wants to convey and invites ‘correction’.  \*take notes during a lecture, which are precise enough for his / her own use at a later date, provided the topic is within his / her field ofinterest and the talk is clear and well structured.  \*have enough language to get by, with sufficient vocabulary to express him / herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.  \*have a good range of vocabulary related to familiar topics and everyday situations.  \*have a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.  \*communicate with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he / she is trying to express.  \*use reasonably accurately a repertoire of frequently-used ‘routines’ and patterns associated with more predictable situations.  \*show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.  \*use a wide range of simple vocabulary appropriately when talking about familiar topics.  \*perform and respond to a wide range of language functions, using their most common exponents in a neutral register.  \*be aware of the salient politeness conventions and acts appropriately.  \*exploit a wide range of simple language flexibly to express much of what he / she wants.  \*express him / herself with relative ease.  \*keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.  \*collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.  \*follow standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.  \*follow most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc.  \*have good grammatical control. Occasional ‘slips’ or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.  \*show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.  \*have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.  \*adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances.  \*produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.  \*interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.  \*highlight the main issues that need to be solved in a complex task and the important aspects that need to be taken into account.  \*follow the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.  \*exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).  \*express opinions on subjects relating to everyday life, using simple expressions.  \*briefly give reasons and explanations for opinions, plans and actions.  \*say whether or not he/she approves of what someone has done and give reasons to justify this opinion.  \*correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.  \*ask for confirmation that a form used is correct.  \*start again using a different tactic when communication breaks down.  \*follow the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialization.  \*follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.  \*express him/herself clearly and without much sign of having to restrict what he/she wants to say.  \*have lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.  \*use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some ‘jumpiness’ in a long contribution. | \*third conditional  \*quantifiers | **Speaking**  \*talking about luck  \*discussing digital habits  **Listening**  \*listening to summarize  \*understanding attitude  **Reading**  \*understanding topic sentences  \*understanding technical language  **Pronunciation**  \*sentence rhythm, weak pronunciation of have  \*linking, ough and augh | \*making adjectives and adverbs  \*electronic devices | \*Relevant chapters and sections from workbooks and LMS are to be assigned as homework. |
| 11 | 21-25  APRIL  2025 | **Unit:** 10A – 10B  **English File Intermediate Plus**  **Unit:** 1A | \*have a good range of vocabulary for matters connected to his/her field and most general topics.  \*produce the appropriate collocations of many words in most contexts fairly systematically.  \*use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it.  \*show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.  \*have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.  \*produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.  \*interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.  \*reasonably fluently sustain a straightforward description of one of a variety of subjects within his / her field of interest, presenting it as a linear sequence of points.  \*have a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events. Can exploit a wide range of simple language flexibly to express much of what he / she wants.  \*collaborate in simple, shared tasks and work towards a common goal by asking and answering straightforward questions.  \*follow standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.  \*use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.  \*take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.  \*with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.  \*account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.  \*express him/herself clearly and without much sign of having to restrict what he/she wants to say.  \*vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.  \*produce the appropriate collocations of many words in most contexts fairly systematically.  \*use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it.  \*have good grammatical control. Occasional ‘slips’ or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.  \*show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.  \*use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.  \*communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.  \*take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.  \*with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.  \*account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.  \*express him/herself clearly and without much sign of having to restrict what he/she wants to say.  \*have a good range of vocabulary for matters connected to his/her field and most general topics.  \*produce the appropriate collocations of many words in most contexts fairly systematically.  \*have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.  \*interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.  \*exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music, etc.  \*enter unprepared into conversations on familiar topics.  \*follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.  \*enter unprepared into conversations on familiar topics.  \*have a good range of vocabulary related to familiar topics and everyday situations.  \*show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.  \*use a wide range of simple vocabulary appropriately when talking about familiar topics.  \*convey simple, straightforward information of immediate relevance, getting across which point he / she feels is most important.  \*use questions, comments and simple reformulations to maintain the focus of a discussion.  \*have a good range of vocabulary related to familiar topics and everyday situations.  \*have a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events.  \*show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.  \*use a wide range of simple vocabulary appropriately when talking about familiar topics.  \*convey simple, straightforward information of immediate relevance, getting across which point he / she feels is most important.  \*enter unprepared into conversations on familiar topics.  \*express and respond to feelings such as surprise, happiness, sadness, interest and indifference.  \*exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.  \*generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard language.  \*give or seek personal views and opinions in discussing topics of interest.  \* find out and pass on straightforward factual information.  \*ask for and follow detailed directions and obtain more detailed information.  \*read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.  \*show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. | \*relative clauses: defining and non-defining  \*question tags  \*pronouns | **Speaking**  \*talking about people and things that you admire  \*police interview role-play  \*making, accepting and rejecting suggestions  **Listening**  \*listening for facts  \*taking notes  \*understanding proper names  **Reading**  \*reading with purpose  \*understanding referencing  \*checking hypotheses  **Pronunciation**  \*word stress  \*intonation in question tags  \*vowel sounds | \*compound nouns  \*crime  \*names | \*\*\* 23rd of April – National Sovereignty and Children’s Day  \*Relevant chapters and sections from workbooks and LMS are to be assigned as homework.  \*The PPT material on **“Giving a Presentation”** will be covered in class and students will prepare a ‘2 minutes presentation video’ as homework in pairs. They will share their videos with their teacher and receive feedback before the speaking quiz. |
| 12 | 28 APRIL -  2 MAY  2025 | **Unit:** 3B – 4A | \*follow recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.  \*further develop other people’s ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps. Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well- structured texts within his/her fields of professional, academic and personal  interest.  \*interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.  \*highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.  \*interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.  \*highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.  \*communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.  \*communicate complex information and advice on the full range of matters related to his/her occupational role.  \*have a good range of vocabulary for matters connected to his/her field and general topics.  \*vary formulation to avoid frequent repetition, but lexical gaps can still cause  hesitation and circumlocution.  \*explain the main points in an idea or problem with reasonable precision.  \*describe how to do something, giving detailed instructions.  \*develop an argument well enough to be followed without difficulty most of the time.  \*give simple reasons to justify a viewpoint on a familiar topic.  \*follow standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.  \*show a relatively high degree of grammatical control. Does not make mistakes which lead to  misunderstanding.  \*communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.  \*show lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication  \*describe the personal significance of events and experiences in detail. | \*prepositions  \*future forms: will / shall and be going to | **Speaking**  \*talking about photography  \*commenting on photos and experiences  \*discussing issues like recycling  **Listening**  \*understanding advice  \*listening and taking notes  \*listening for news facts  **Reading**  \*understanding the main point in a paragraph  \*reading to check assumptions  **Writing**  \*writing a Linkedin profile  **Pronunciation**  \*word stress  \*/aı/ and /eı/ | \*photography  \*rubbish and recycling | \*\*\* 1st of May - Labor and Solidarity Day  \*Relevant chapters and sections from workbooks and LMS are to be assigned as homework.  \***Writing Part of 4B**  “Writing a Linkedin Profile” on pg.43 (directing to page 118) will be covered in class. Production part can be given as homework if the time is limited. |
| 13 | 5-9  MAY  2025 | **Unit:** 7A – 8A | \*enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.  \*generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard language.  \*give or seek personal views and opinions in discussing topics of interest.  \*find out and pass on straightforward factual information.  \*ask for and follow detailed directions and obtain more detailed information.  \*read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.  \*work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.  \*give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.  \*ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.  \*show a relatively high degree of grammatical control. Does not make mistakes which lead to  misunderstanding.  \*follow standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.  \*generally use appropriate intonation, place stress correctly and articulate individual sounds clearly.  \*give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.  \*communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex  stretches of speech.  \*communicate detailed information reliably.  \*intervene appropriately in discussion, exploiting appropriate language to do so.  \*initiate, maintain and end discourse appropriately with effective turn taking.  \*have a good range of vocabulary for matters connected to his/her field and most general topics.  \*vary formulation to avoid frequent repetition, but lexical gaps can still cause  hesitation and circumlocution.  \*have a good range of vocabulary for matters connected to his/her field and most general topics.  \*vary formulation to avoid frequent repetition, but lexical gaps can still cause  hesitation and circumlocution.  \*enter unprepared into conversations on familiar topics.  \*express and respond to feelings such as surprise, happiness, sadness, interest and indifference.  \*deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes).  \*find out and pass on straightforward factual information and ask for and follow detailed directions.  \*obtain more detailed information.  \*follow straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.  \*read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.  \*reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear  sequence of points.  \*scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.  \*show a relatively high degree of grammatical control. Does not make mistakes which lead to  misunderstanding.  \*read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively.  \*obtain information, ideas and opinions from highly specialised sources within his/her field.  \*follow specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of  terminology.  \*have a good range of vocabulary for matters connected to his/her field and most general topics.  \*vary formulation to avoid frequent repetition, but lexical gaps can still cause  hesitation and circumlocution. | \*phrasal verbs  \*have something done | **Speaking**  \*commenting on various true stories  \*talking about well-being  **Listening**  \*understanding interview questions  **Reading**  \*understanding the conclusions of research  \*understanding positive and negative attitudes  **Writing**  \*writing an informal e-mail  **Pronunciation**  \*sentence stress | \*cash machines; phrasal verbs  \*looking after yourself | \*Relevant chapters and sections from workbooks and LMS are to be assigned as homework.  \***Writing Part of 5B** “Writing an informal e-mail” on pg. 53 (directing to pg.119) will be covered in class. Production part can be given as homework if the time is limited. |
| 14 | 12-16  MAY  2025 | **UNIT:** 8B  **CATCH UP Week** | \*enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.  \*generally follow the main points in an informal discussion with friends.  \*give or seek personal views and opinions in discussing topics of interest.  \*follow straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.  \*read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.  \*communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.  \*express thoughts on more abstract, cultural topics such as films, books, music etc.  \*reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.  \*have pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.  \*ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.  \*give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments.  \*describe his/her emotional response to a work and elaborate on the way in which it has evoked this response.  \*show a relatively high degree of grammatical control. Does not make mistakes which lead to  misunderstanding.  \*communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.  \*give straightforward descriptions on a variety of familiar subjects within his field of interest.  \*reasonably fluently relate a straightforward narrative or description as a linear sequence of points.  \*develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.  \*intervene appropriately in discussion, exploiting appropriate language to do so.  \*initiate, maintain and end discourse appropriately with effective turn taking.  \*follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent.  \*have good range of vocabulary for matters connected to his/her field and most general topics.  \*vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.  \*deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes).  \*generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard language.  \* give or seek personal views and opinions in discussing topics of interest.  \*find out and pass on straightforward factual information.  \*ask for and follow detailed directions and obtain more detailed information.  \*read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.  \*communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.  \*express thoughts on more abstract, cultural topics such as films, books, music etc.  \*scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.  \*show a relatively high degree of grammatical control. Does not make mistakes which lead to  misunderstanding.  \*follow standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.  \*generally use appropriate intonation, place stress correctly and  articulate individual sounds clearly.  \*follow articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.  \*recognise when a text provides factual information and when it seeks to convince readers of something.  \*recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.  \*communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.  \*intervene appropriately in discussion, exploiting appropriate language to do so.  \*initiate, maintain and end discourse appropriately with effective turn taking.  \*keep up with an animated conversation between speakers of the target language.  \*have lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication  \*have a good range of vocabulary for matters connected to his/her field and most general topics.  \*vary formulation to avoid frequent repetition, but lexical gaps can still cause  hesitation and circumlocution. | \*the passive | **Speaking**  \*talking about historical sites  \*describing a building  **Listening**  \*understanding a guided tour and note taking  **Reading**  \*understanding historical events and chronology  **Pronunciation**  \*silent consonants | \*wars and battles, historical buildings | \*Relevant chapters and sections from workbooks and LMS are to be assigned as homework. |