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| **WEEK** | **DATE** | **UNIT** | **LEARNING OBJECTIVES**  At the end of the semester students will be able to | **GRAMMAR STRUCTURE** | **LANGUAGE SKILLS** | **VOCABULARY** | **NOTES & ASSIGNMENTS & EXTRA/OPTIONAL SOURCES** |
| **Week 1** | 10-14 Feb. 2025 | **English File Intermediate Book**  **6A**- **6B**-**7A** | \* find and understand relevant information in everyday material, such as letters, brochures and short official documents.  \* pick out important information about preparation and usage on the labels on foodstuffs and medicine.  \* assess whether an article, report or review is on the required topic.  \* recognize the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations. brochures and short official documents.  \* enter unprepared into conversations on familiar topics.  \* 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.  \* 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).  \* 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.  \* 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.  \* 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.  \*keep up with an animated conversation between speakers of the target language.  \* read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Have a broad active reading vocabulary, but may experience some difficulty with low‑frequency idioms.  \* carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.  \* take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.  \* use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.  \* 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.  \*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.  in work, school, leisure, etc., including short 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.  \* 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 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.  \*describe events, real or imagined and narrate a story.  \* 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 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.  \*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.  \*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.  \*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.  \*read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively, have a broad active reading vocabulary, but may experience some difficulty with low‑frequency idioms.  \*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.  \*use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.  \*use a variety of linking words efficiently to mark clearly the relationships between ideas.  \*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.  \*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.  \*scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use. desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.  \*recognize significant points in straightforward newspaper articles on familiar subjects.  \*follow most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.  \*find out and pass on straightforward factual information.  \*ask for and follow detailed directions.  \*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; understand the answer, provided this is given clearly in everyday language.  \*use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.  \*ask someone to clarify or elaborate what he / she has just said.  \* explain the main points in an idea or problem with reasonable precision.  \*express him / herself with relative ease. Despite some problems with formulation resulting in pauses and ‘cul-de-sacs’, he / she is able to keep going effectively without help.  \*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.  \*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.  \*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.  \*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. | \*Passive (all tenses)  \*modals of deduction: might, can’t, must  \* first conditional and future time clauses + when, until etc. | **Speaking:**  **\***giving information about a film,  \*describing a picture;  \*interviewing about education background  **Pronunciation**:  \*regular and irregular past participles, diphthongs  **Listening:**  **\***making Notes, \*summarising  \*paraphrasing  **Reading:**  \*understanding the main point in a paragraph,  \*understanding humour, checking assumptions,  \*understanding points of view.  **Writing**  \*writing a film review | \* Cinema  \* The Body  \* Education | Assign Unit 6 via LMS  Assign Revise and Check: 5&6 p.64-65  **\*Writing Part** of **6A** on **pg.59** and **119** will be covered in class or assigned as homework to provide feedback later. |
| **Week 2** | 17-21 Feb. 2025 | **7B**- **8A**- **8B** | \*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.  \*follow the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.  \* read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension.  \* 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.  \*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.  \*describe events, real or imagined and narrate a story.  \*ask someone to clarify or elaborate what he / she has just said.  \*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 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.  \*link a series of shorter, discrete simple elements into a connected, linear sequence of points.  \*form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story.  \*make simple, logical paragraph breaks in a longer text.  \*collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.  \*read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.  \*have a broad active reading vocabulary, but may experience some difficulty with low‑frequency idioms.  \*scan quickly through long and complex texts, locating relevant details.  \*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.o his field of interest.  \*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.  \*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.  \*have lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.  \*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.  \*read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension.  \*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.  \*give straightforward descriptions on a variety of familiar subjects within his / her field of interest.  \*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.  \* 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.  \*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.  \*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.  \*show awareness of the conventional structure of the text type concerned, when communicating his/her ideas.  \*explain the main points in an idea or problem with reasonable precision.  \*express him / herself with relative ease. Despite some problems with formulation resulting in pauses and ‘cul-de-sacs’, he / she is able to keep going effectively without help.  \*keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.  \*relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails).  \*carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.  \*take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.  \*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.  \*intervene appropriately in discussion, exploiting appropriate language to do so.  \*initiate, maintain and end discourse appropriately with effective turn-taking.  \*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.  \*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 text that is generally well-organised and coherent, using a range of linking words and cohesive devices.  \*structure longer texts in clear, logical paragraphs.  \*present his/her ideas in a group and pose questions that invite reactions from other group member’ perspectives.  \*find and understand relevant information in everyday material, such as letters, brochures and short official documents.  \*pick out important information about preparation and usage on the labels on foodstuffs and medicine.  \*assess whether an article, report or review is on the required topic.  \*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.  \*use a simple word meaning something similar to the concept he / she wants to convey and invites ‘correction’.  \*foreignize a mother tongue word and ask for confirmation  \* 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.  \*perform and respond to a wide range of language functions, using their most common exponents in a neutral register.  \*aware of the salient politeness conventions and acts appropriately.  \*aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.  \*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.  \*read correspondence relating to his/her field of interest and readily grasp the essential meaning.  \*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.  \*state requirements and ask detailed questions regarding more complex services, e.g. rental agreements  \*explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.  \* use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.  \*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.  \* highlight the main issues that need to be solved in a complex task and the important aspects that need to be taken into account. | **\*** Second Conditional,  \* choosing between conditionals;  \* choosing between gerunds and infinitives,  \* reported speech: sentences and questions | **Speaking**:  \*choosing relevant conditional types to talk about housing  \*reporting sentences and make reporting questions  \*making a short presentation about an object,  \*speaking about shopping experience  **Pronunciation:**  **\***sentence stress, the letter c;  \*the letters *ai*  **Listening:**  **\***listening for **s**pecific information,  \*understanding a story about famous musicians and complete some gaps with given words and phrases  \*understanding conversations between 2 people and correct the mistakes  **Reading:**  \*understanding pros and cons,  \*predicting from evidence,  \*predicting the end of a story.  **Writing**  \*writing a covering e-mail | **\*** Houses;  \* work;  \* shopping verbs,  \* making nouns from verbs | Assign Unit 7B, 8A, 8B via LMS  Assign Revise and Check: 7&8 p.84-85  **\*Writing Part** of **8A** on **pg.77** and **121** will be covered in class or assigned as homework to provide feedback later. |
| **Week 3** | 24-28 Feb. 2025 | **9A**- **9B** | \* read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension.  \*follow short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers’ letters to the editor).  \*identify the main conclusions in clearly signalled argumentative texts.  \*recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.  \* recognize significant points in straightforward newspaper articles on familiar subjects.  \*follow most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.  \* exploit a wide range of simple language to deal with most situations likely to arise whilst travelling.  \*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).  \*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  \* 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  \* 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.  \* 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.  \* 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.  \*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.  \* 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.  \* 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.  \* express him / herself with relative ease. Despite some problems with formulation resulting in pauses and ‘cul-de-sacs’, he / she is able to keep going effectively without help.  \* 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.  \*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.  \* read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.  \*have a broad active reading vocabulary, but may experience some difficulty with low‑frequency idioms.  \* scan quickly through long and complex texts, locating relevant details.  \* 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 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 relatively high degree of grammatical control.  \*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.  \* 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.  \*produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices.  \*structure longer texts in clear, logical paragraphs.  \* identify unfamiliar words from the context on topics related to his / her field and Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text.  \*extrapolate the meaning of a section of a text by taking into account the text as a whole.  \*identify unfamiliar words from the context on topics related to his / her field and interests.  \*extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.  \*have a good range of vocabulary related to familiar topics and everyday situations.  \* collaborate in simple, shared tasks and work towards a common goal by asking and answering straightforward questions.  \* read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low‑frequency idioms.  \* scan quickly through long and complex texts, locating relevant details.  \*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.  \*engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.  \*sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.  \*convey degrees of emotion and highlight the personal significance of events and experiences.  \* 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.  \*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.  \* 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.  \*use a variety of linking words efficiently to mark clearly the relationships between ideas.  \* 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. | **\*** third conditional,  \* quantifiers | **Pronunciation:**  **\***sentence rhythm,  \*weak pronunciation of *have;*  \*linking, *ough and augh*  **Listening:**  **\***listeningfor specific information  \*noticing distinct conditionals  **Speaking:**  **\***giving a well-organised talk  \*talking about the part of technology in our daily lives and the idea of digital detox  **Reading:**  \*understanding topic sentences,  \*understanding technical language. | **\*** making adjectives and adverbs,  **\*** electronic devices | Assign Unit 9 via LMS |
| **Week 4** | 3-7 March 2025 | **10A**-**10B**  **English File Intermediate Plus Book**  **1A-** | **\*** follow 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.  \* 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 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.  \* collaborate in simple, shared tasks and work towards a common goal by asking and answering straightforward questions.  \* understand 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.  \* read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low‑frequency idioms.  \* scan quickly through long and complex texts, locating relevant details.  \*obtain information, ideas and opinions from highly specialized sources within his/her field.  \*understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.  \* 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.  \* 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.  \*understand and use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it.  \* 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.  \*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.  \* present his/her ideas in a group and pose questions that invite reactions from other group member’ perspectives.  **\*** read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension.  \* 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.  \*scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use. desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.  \* 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.  **\*** 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.  **\*** take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.  \*follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively simple language  **\*** find out and pass on straightforward factual information.  \* ask for and follow detailed directions.  \*obtain more detailed information.  \*offer advice on simple matters within his/her field of experience.  \* provide concrete information required in an interview / consultation (e.g. describe symptoms to a doctor) but does so with limited precision.  \*carry out a prepared interview, checking and confirming information, though he / she may occasionally have to ask for repetition if the other person's response is rapid or extended.  \* 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.  \*describe events, real or imagined.  \*narrate a story.  \* exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text.  \*extrapolate the meaning of a section of a text by taking into account the text as a whole.  \*identify unfamiliar words from the context on topics related to his / her field and interests.  \*extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.  \* initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest.  **\***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.  \* exploit a wide range of simple language flexibly to express much of what he / she wants.  \* 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.  **\*** use questions, comments and simple reformulations to maintain the focus of a discussion.  \*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.  \* keep up with an animated conversation between speakers of the target language.  \* read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.  \*have a broad active reading vocabulary, but may experience some difficulty with low‑frequency idioms.  \* scan quickly through long and complex texts, locating relevant details.  \* obtain information, ideas and opinions from highly specialized sources within his / her field.  \* engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.  \*sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.  \*convey degrees of emotion and highlight the personal significance of events and experiences.  \* give clear, detailed descriptions and presentations on a wide range of subjects related to his / her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.  \* help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.  \*summarise the point reached at a particular stage in a discussion and propose the next steps.  \* 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 clearly and without much sign of having to restrict what he / she wants to say.  **\*** have a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.  **\*** 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.  \* 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.  \*use circumlocution and paraphrase to cover gaps in vocabulary and structure.  \*summarize and evaluate the main points of discussion on matters within his/her academic or professional competence.  \*help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.  \*use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.  \*follow and exchange complex information and advice on the full range of matters related to his/her occupational role.  \*pass on detailed information reliably.  **\*** carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.  \*understand 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.  \*work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.  \*further develop other people’s ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps.  \*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.  \*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).  \*recognize when a text provides factual information and when it seeks to convince readers of something.  \*recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.  \*quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.  \*communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.  \*keep up with an animated conversation between speakers of the target language.  \*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. | \* relative clauses: defining, non-defining;  \* question tags;  \* pronouns | **Speaking:**  \*talking about fashion designs and crimes by using relative clauses and compound nouns as well;  \*discussing about people’s names  **Listening:**  **\***extracting key factual information about inventions, design, and famous murder cases;  \*making notes for specific information about these topics;  \*understanding proper names  **Pronunciation**:  \*word stress,  \*intonation in question tags;  \*intonation  \*vowel sounds  **Reading:**  \*reading with purpose,  \*understanding referencing  \*describing hypothesis | \* compound nouns,  \* crime;  \* nouns | Assign Unit 10 via LMS  Assign Revise and Check: 9&10 p.104 |
| **Week 5** | 10-14 March 2025 | **1B- 2A**- | \*enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness,  interest and indifference.  \*have a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural  topics such as music and films.  \*generally follow the main points in an informal discussion with friends.  \*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 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.  \*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.  \*recognize most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.  \*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.  \*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.  \*follow standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.  \*communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.  \*communicate detailed information reliably and give a clear, detailed description of how to carry out a procedure.  \*intervene appropriately in discussion, exploiting appropriate language.  \*initiate, maintain and end discourse appropriately with effective turn taking.  \*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.  \*highlight the personal significance of events and experiences, account for and sustain views clearly by providing  relevant explanations and arguments.  \*show a relatively high degree of grammatical control. Does not make mistakes which lead to  misunderstanding.  \*communicate complex information and advice on the full range of matters related to his/her occupational role. | \* adjectives  \* present tenses | **Speaking:**  \*describing a favourable place  \*responding to a questionnaire  **Pronunciation**:  \*word tenses  \*/s/, /z/ and /ız/  **Listening:**  \*listening for extra information  \*understanding advice  **Reading:**  \*scanning for information  \*understanding linkers / cohesive devices  **Writing**  \*writing holiday message posts | \*adjective suffixes  \*packing | Assign Unit 1 via LMS  **\*Writing Part** of **2A** on **pg.19** and **116** will be covered in class or assigned as homework to provide feedback later. |
| **Week 6** | 17-21 March 2025 | **2B**- **3A**- | \*enter unprepared into conversations on familiar topics. Can 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).  \*carry out a prepared interview, checking and confirming 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.  \*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.  \*recognise significant points in straightforward newspaper articles on familiar subjects.  \*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 the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard  speech.  \*communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex  stretches of speech.  \*intervene appropriately in discussion, exploiting appropriate language.  \*initiate, maintain and end discourse appropriately with effective turn taking.  \*have lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication  \*keep up with an animated conversation between speakers of the target language.  \*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.  \*describe his/her emotional response to a work and elaborate on the way in which it has evoked this response.  \* describe his/her emotional response to a work and elaborate on the way in which it has evoked this response.  \* read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. | \* possessives  \*past simple, past continuous, or used to? | **Speaking**:  \*showing interest while listening to other people’s opinion  \*giving personal information and comparing theirs with others’ information    **Pronunciation**:  \*r and final -r  \*-ed endings, sentence rhythm  **Listening:**  \*recognizing positive/negative comments  \*listening for detail  **Reading:**  \*predicting content from visual clues  \*read and retell | \* shops and services  \* stages of life | Assign Units 2 via LMS  Assign Units 1&2 Revise and Check p.24-25 |
| **Week 7** | 24-28 March 2025 | **3B** | \*enter unprepared into conversations on familiar topics. Can 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).  \*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.  \*recognise significant points in straightforward newspaper articles on familiar subjects.  \*follow most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for  re-reading.  \*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.  \*communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex  stretches of speech.  \*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. | **\*** prepositions | **Speaking:**  \*talking about photography  **Pronunciation:**  \*word stress    **Listening:**  \*understanding advice  **Reading:**  \*understanding the main point in a paragraph | **\*** photography | Assign Units 3 via LMS    \*Midterm exam will take place. |
| **Week 8** | 31March- 4 April 2025 | **4A**- **4B**- **5A** | \*enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness,  interest and indifference.  \*have a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.  \*deduce the probable meaning of unknown words in a written text by identifying their constituent part.  \*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.  \*describe his/her emotional response to a work and elaborate on the way in  \*show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.  \*follow most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and  can identify the speaker's mood, tone, etc.  \*follow a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.  \*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.  \*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).  \*carry out a prepared interview, checking and confirming information.  \*ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.  \*summarise and evaluate the main points of discussion on matters within his/her academic or professional competence.  \*pass on detailed information reliably.  \*follow standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.  \*exploit a basic repertoire of language and strategies to help keep a  conversation or discussion going.  \*give or seek personal views and opinions in discussing topics of interest.  \*use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. | \* future forms: will/shall and be going to  \* first and second conditionals  \*present perfect simple | **Speaking:**  \*discussing about recycling  \*agreeing/disagreeing and giving opinions  \*expressing enthusiasm  **Pronunciation:**  \*/aı/ and /eı/  \*word stress  \*/w/, /v/ and /b/  **Listening:**  \*listening and taking notes  \*listening for factual information  \*understanding answers  **Reading:**  \*reading to check assumptions  \*focusing on key information  \*speculating based on visual clues  **Writing**  \*writing a Linkedin profile | \* rubbish and recycling  \*study and work  \*television | Assign Units 4 via LMS.  Assign Units 3&4 Revise and Check p.44-45  **\*Writing Part** of **4B** on **pg.43** and **118** will be covered in class or assigned as homework to provide feedback later. |
| **Week 9** | 7-11 April 2025 | **5B**- **6A** | \*enter unprepared into conversations on familiar topics.  \*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.  \*find out and pass on straightforward factual information.  \*ask for and follow detailed directions and obtain detailed information.  \*carry out a prepared interview, checking and confirming information.  \*produce continuous writing which is generally intelligible throughout.  \*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.  \*recognise significant points in straightforward newspaper articles on familiar subjects.  \*follow most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for  re-reading.  \*ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.  \*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.  \*follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent.  \*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.  \*deduce the probable meaning of unknown words in a written text by identifying their constituent part.  \*reasonably fluently relate a straightforward narrative or description  as a linear sequence of points.  \*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.  \*give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.  \* describe the personal significance of events and experiences in detail.  \* follow chronological sequence in extended informal speech, e.g. in a  story or anecdote.  \* have lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication | \* present perfect continuous  \*obligation, necessity, prohibition, advice | **Speaking**:  \* understanding problems and solutions  \*commenting on people’s experiences  **Pronunciation:**  \*vowel sounds, sentence rhythm  \*word pairs with and  **Listening:**  \*listening for point of view  \*understanding prices and percentages  **Reading:**  \*understanding problems and solutions  \*understanding the main point in a paragraph  **Writing**  \*writing an informal e-mail | \* the country  \*at a restaurant | Assign Unit 5 via LMS.  \***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. |
| **Week 10** | 14-18 April 2025 | **6B**-**7A** | \*enter unprepared into conversations on familiar topics. Can 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.  \*find out and pass on straightforward factual information.  \*ask for and follow detailed directions and obtain 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.  \*collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions.  \*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.  \*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.  \*follow a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports.  \*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.  \*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.  \*cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase.  \*follow standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social,  academic or vocational life.  \*communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.  \*communicate detailed information reliably and give a clear, detailed description of how to carry out a procedure.  \*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.  \*express and respond to feelings such as surprise, happiness, sadness,  interest and indifference.  \*give or seek personal views and opinions in discussing topics of interest.  \*ask for and follow detailed directions and obtain detailed information.  \* give straightforward descriptions on a variety of familiar subjects within his field of interest.  \*describe his/her emotional response to a work and elaborate on the way in  which it has evoked this response.  \*follow articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. | \*can, could, and be able to  \*phrasal verbs | **Pronunciation:**  **\***consonant clusters  \*linking    **Speaking:**  \*responding to other people’s suggestions  \*talking about their background  **Listening**:  \*understanding an anecdote  \*listening for news facts  **Reading:**  \*checking hypotheses  \*understanding the conclusions of research | \* DIY and repairs, paraphrasing  \* cash machines; phrasal verbs | Assign Unit 6 via LMS  Assign Units 5&6 Revise and Check p.64-65 |
| **Week 11** | 21-25 April 2025 | **7B**-**8A** | \*enter unprepared into conversations on familiar topics.  \*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.  \*find out and pass on straightforward factual information.  \*ask for and follow detailed directions and obtain more information.  \*produce continuous writing which is generally intelligible throughout.  \*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.  \*recognise significant points in straightforward newspaper articles on familiar subjects.  \*follow most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading.  \*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.  \*intervene appropriately in discussion, exploiting appropriate language.  \*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 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.  \*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.  \* give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.  \*communicate detailed information reliably. | \* verb patterns  \*have something done | **Speaking:**  \*describing a past event  \*talking about free time  \*talking about well-being  **Pronunciation:**  \*homographs  \*sentence stress  **Listening:**  \*predicting the outcome of a story  \*understanding interview questions  **Reading:**  \*understanding descriptions of games  \*understanding people’s positive and negative attitudes | \* live entertainment  \*looking after yourself | Assign Unit 7 via LMS  \*\*\* 23rd of April – National Sovereignty and Children’s Day  \*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. |
| **Week 12** | 28 April-2 May 2025 | **8B**- **9A**- **9B** | \*enter unprepared into conversations on familiar topics. Can 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.  \*find out and pass on straightforward factual information and ask for and follow detailed directions.  \*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, 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.  \*communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.  \*communicate detailed information reliably and give a clear, detailed description of how to carry out a procedure.  \*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.  \* 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.  \*follow the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard  speech.  \* keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.  \* give straightforward descriptions on a variety of familiar subjects within his field of interest.  \*read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.  \* follow chronological sequence in extended informal speech, e.g. in a  story or anecdote.  \*communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.  \* ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.  \* 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.  \* reasonably fluently relate a straightforward narrative or description  as a linear sequence of points.  \* intervene appropriately in discussion, exploiting appropriate language to do so.  \* develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. | \* the passive  \*reported speech  \*third conditional and other uses of the past perfect | **Speaking:**  \*talking about local history  \*describing a building  \*talking about memories  \*expressing agreement or disagreement  **Pronunciation:**  \*silent consonants  \*word stress  \*sentence stress  **Listening:**  \*understanding a guided tour and note taking  \*linking dates and events  \*understanding anecdotes  **Reading:**  \*understanding historical events and chronology  \*understanding a theory  \*understanding a short story  **Writing**  \*writing a story | \* wars and battles, historic buildings  \*word building  \*weddings | Assign Unit 8 via LMS  Assign Units 7&8 Revise and Check p.84-85  Assign Unit 9 via LMS  **\*Writing Part** of **9B** on **pg.93** and **122** will be covered in class or assigned as homework to provide feedback later.  \*\*\* 1st of May - Labor and Solidarity Day |
| **Week 13** | 5-9 May 2025 | **10A**- **10B** | \*deduce the probable meaning of unknown words in a written text by identifying their constituent part.  \*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.  \*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.  \*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.  \*enter unprepared into conversations on familiar topics.  \*express and respond to feelings such as surprise, happiness, sadness,  interest and indifference.  \*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.  \* recognise significant points in straightforward newspaper articles on familiar subjects.  \*most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for  re-reading.  \* follow chronological sequence in extended informal speech, e.g. in a  story or anecdote.  \* vary formulation to avoid frequent repetition, but lexical gaps can still cause  hesitation and circumlocution. | \* be, do, and have: auxiliary and main verbs  \*revision of verb forms | **Speaking:**  \*expressing opinion about an argument  \*talking about exams  **Pronunciation**:  \*stress on be, do, and have  \*revision of sounds  **Listening**:  \*understanding examples and note taking  \*exam skill-multiple choice listening  **Reading:**  \*working out vocabulary from context  \*understanding exam skills | \* British and American English  \* exams | Assign Unit 10 via LMS  Assign Units 9&10 Revise and Check p.104-105 |
| **Week 14** | 12-16 May 2025 | **CATCH UP WEEK** |  |  |  |  |  |