

T.R. İZMİR BAKIRÇAY UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
2025-2026 ACADEMIC YEAR FALL TERM MAIN COURSE SYLLABUS
BASIC GROUPS

COURSE BOOK: ENGLISH FILE 5th EDITION ELEMENTARY / PRE-INTERMEDIATE

Notes:

- Please make sure all Practical English Parts in Elementary and Pre-Intermediate level coursebooks are covered in class.
- It is suggested to assign “Revise and Check Part – Grammar, Vocabulary and Reading” sections as homework.
- Instructors are kindly requested to share the answers for respective parts with students in class.
- Writing Parts in the units will not be covered except for the ones stated in the syllabus.
- Pronunciation parts are optional.
- LMS tasks of each unit should be assigned in related weeks.

WEEK	DATE	UNIT	LEARNING OBJECTIVES At the end of the semester students will be able to	GRAMMAR STRUCTURE	LANGUAGE SKILLS	VOCABULARY	NOTES & ASSIGNMENTS & EXTRA SOURCES
1	22-26 SEPTEMBER 2025	English File- Elementary Unit: 1A – 1B – 1C 2A – 2B – 2C	*use the verb be in positive, negative, and interrogative forms with subject pronouns in everyday contexts. *use possessive adjectives accurately to describe ownership and relationships. *differentiate between and correctly use singular and plural nouns. *use common adjectives to describe people, objects, and places. *give simple commands and suggestions using imperatives and let's. *greet and say goodbye appropriately in formal and informal situations. *say where they and other people are from. *ask for and give basic personal information (e.g., name, nationality, job). *say where objects and places are using basic prepositions. *describe personal belongings using size, colour, and other adjectives. *express simple feelings and emotions. *recognise names, places, and numbers in short spoken texts. *distinguish between -teen and -ty numbers in conversation.	*verb be [+], subject pronouns *verb be [- /?] *possessive adjectives *singular and plural nouns *adjectives *imperatives, let's	Speaking *saying hello, saying goodbye *saying where people are from *asking for and giving personal information *saying where things are *describing personal things *saying how you feel Listening *recognising names *recognising places and numbers *understanding -teen and -ty numbers in conversations *understanding personal information *listening for details *inferring mood; using visual clues to understand advice Reading *identifying paragraph topics *following a story Pronunciation *vowel sounds, word stress	*days of the week, numbers 0-20 *countries, numbers 21-100 *classroom language *things, in, on, under *colours, adjectives *modifiers: very / really / quite *feelings	Relevant chapters and sections from workbooks and LMS are to be assigned as homework.

			<ul style="list-style-type: none"> *understand basic personal information in simple dialogues. *listen for specific details in short conversations or announcements. *infer a speaker's mood using tone of voice and visual clues. *identify the main topic of short paragraphs. *follow the sequence of events in a simple story. 		<ul style="list-style-type: none"> * /ə/, consonant sounds /tʃ/, /ʃ/, /dʒ/, word stress * /əʊ/, /u:/, /ɑ:/, the alphabet, * sentence stress * final -s and -es * long and short vowel sounds * linking 		
2	29 SEPTEMBER- 3 OCTOBER 2025	Unit: 3A – 3B – 3C 4A – 4B – 4C 5A – 5B – 5C	<ul style="list-style-type: none"> *use the present simple tense in positive and negative forms to talk about habits and routines. *form present simple questions with correct word order. *use the possessive 's and the question form <i>whose?</i> to indicate and ask about ownership. *use prepositions of time, place, and movement accurately in short sentences. *place adverbs and expressions of frequency in the correct position in a sentence. *use can and can't to talk about abilities. *form and use the present continuous tense (be + verb + -ing) to describe actions in progress. *choose between the present simple and present continuous appropriately according to context. *give reasons using why and because. *talk about jobs and basic skills using everyday vocabulary. *respond in short exchanges to show interest and keep a conversation going. *talk about friends and family using descriptive language. *describe a typical day using present simple structures. *relay basic information from a short text in their own words. *talk about personal abilities using can and can't. *describe different aspects of a topic and say what people are doing using the present continuous. *express preferences and make simple recommendations. *identify who people are and understand specific information in short exchanges. *use visual clues to understand relationships between people in conversations. *understand descriptions of daily habits in familiar contexts. *use visual clues to understand lifestyle choices. *focus on practical information in short dialogues. *identify situations from context in everyday conversations. *use visual clues to understand the weather. *recognise the writer's basic attitude in familiar contexts. *infer feelings from short written texts. 	<ul style="list-style-type: none"> *present simple [+ , -] *present simple [?] *word order in questions *possessive 's, whose? *Prepositions: time, place and movement *position of adverbs, expressions of frequency *can / can't *present continuous: be + verb + -ing *present simple or present continuous? 	Speaking <ul style="list-style-type: none"> *giving reasons with <i>why</i> and <i>because</i> *talking about jobs and skills *responding in a conversation, showing interest *talking about friends and family *describing a typical day *relaying information in a short text *talking about abilities *talking about different aspects of a topic; describing what people are doing *expressing preference, making a simple recommendation Listening <ul style="list-style-type: none"> *understanding specific information *identifying who's who, understanding specific information *using visual clues to understand relationships between people *understanding daily habits *using visual clues to understand lifestyle choices *focusing on practical information *identifying situations from context *using visual clues to understand the weather Reading <ul style="list-style-type: none"> *identifying attitude *inferring feelings *inferring information *finding specific information Pronunciation <ul style="list-style-type: none"> *third person -s * /ɜ:/ and /ə/ * sentence stress * /ʌ/ the letter o 	Vocabulary <ul style="list-style-type: none"> *verb phrases [cook dinner, etc.] *jobs *question words *family *daily routine *months, adverbs, and expressions of frequency *verb phrases [buy a newspaper, etc.] *noise: verbs and verb phrases *the weather and seasons 	Relevant chapters and sections from workbooks and LMS are to be assigned as homework.

			<ul style="list-style-type: none"> *understand the main events in a traditional story. *understand basic feelings and opinions expressed in short texts. *understand the main points of a life story. *use context to complete missing information in a blog. *understand details in short anecdotes. *identify the order in which events happened in a text. *read for specific factual information in short passages. *write a short informal email about personal topics using simple language and basic linking words (e.g., <i>and</i>, <i>but</i>, <i>because</i>). 		<ul style="list-style-type: none"> *understanding detail in short anecdotes *understanding what happened when *reading for specific factual information Writing *an informal email Pronunciation * /aɪ/, /ɪ/ and /i:/ * /ð/ and /θ/ * saying the date * /j/ *giving opinions *sentence stress *-ed ending *past simple verbs * /eə/ and /ɪə/ * silent letters 		
4	13-17 OCTOBER 2025	Unit: 9A – 9B – 9C 10A – 10B – 10C	<ul style="list-style-type: none"> *use countable and uncountable nouns with <i>a / an, some, and any</i> accurately. *use quantifiers (<i>how much, how many, a lot of</i>, etc.) to talk about quantity. *form and use comparative adjectives to compare people, places, and things. *form and use superlative adjectives to describe extremes. *use <i>be going to</i> with future time expressions to talk about plans. *use <i>be going to</i> to make simple predictions. *talk about eating habits and preferences. *ask about quantity and frequency using appropriate question forms. *ask and answer quiz questions on familiar topics. *give basic tourist information clearly and politely. *talk about future plans, plan a trip, and make simple suggestions. *make short predictions about the future using <i>be going to</i>. *hypothesise from photos to prepare for listening tasks. *understand instructions and focus on the reasons given. *use prior knowledge to predict content and take short notes. *understand specific information, confirm predictions, and use visual clues to check them. *categorise information from short texts. *read and remember key points from a text. 	<ul style="list-style-type: none"> *countable / uncountable nouns, a / an, some / any *quantifiers: how much, how many, a lot of, etc. *comparative adjectives *superlative adjectives *be going to (plans), future time expressions *be going to (predictions) 	Speaking <ul style="list-style-type: none"> *talking about eating habits *asking about quantity and frequency *asking and answering quiz questions *giving tourist information *talking about future plans; planning a trip; making suggestions *Making predictions Listening <ul style="list-style-type: none"> *hypothesizing from photos to tune in to listening *understanding instructions, focusing on reasons *using prior knowledge to predict content, note-taking *understanding specific information, checking a prediction; using visual clues to check predictions Reading <ul style="list-style-type: none"> *categorizing information 	<ul style="list-style-type: none"> *food and drink *food containers *high numbers *places and build-ings *city holidays *playing cards 	Relevant chapters and sections from workbooks and LMS are to be assigned as homework.

			<ul style="list-style-type: none"> *identify correct paragraph endings from context. *follow the sequence of events in a short story. 		<ul style="list-style-type: none"> *reading and remembering information *identifying paragraph endings from context *following the events in a story <p>Pronunciation</p> <ul style="list-style-type: none"> * the letters ea * linking /f/ and /s/ * /ə/ * consonant groups *sentence stress *the letters <i>ear</i> 		
5	20-24 OCTOBER 2025	<p>Unit: 11A – 11B – 11C 12A – 12B – 12C</p>	<ul style="list-style-type: none"> *use adverbs of manner and modifiers to describe actions and qualities. *use the structure <i>verb + to + infinitive</i> accurately in simple sentences. *use the definite article <i>the</i> and omit it where appropriate. *form and use the present perfect tense to talk about experiences and recent events. *choose between present perfect and past simple according to context. *form questions accurately using correct word order in a variety of tenses. *talk about common behaviours in familiar situations. *talk about dreams and ambitions using appropriate future-oriented language. *talk about phone use and express simple opinions. *talk about films, books, and TV programmes using descriptive vocabulary. *talk about things they have done and ask follow-up questions. *talk about lifestyle, abilities, preferences, and experiences in simple terms. *use visual clues to identify a speaker's attitude. *use visual clues to identify categories in a listening task. *understand short texts about habits and preferences. *understand topic-based questions and take short notes. *identify specific information in short spoken passages. *use visual clues to understand a biographical film or programme. *understand opinions expressed in simple written texts. *complete missing information from context in a short text. *identify paragraph topics in short written passages. 	<ul style="list-style-type: none"> *adverbs [manner and modifiers] *verb + <i>to</i> + infinitive *definite article: <i>the</i>, or no <i>the</i> *present perfect *present perfect or past simple? *revision: question formation 	<p>Speaking</p> <ul style="list-style-type: none"> *talking about common behaviours *talking about dreams and ambitions *talking about phone use; expressing opinions *talking about films, books and TV *talking about things you've done, using follow-up questions *talking about lifestyle, abilities, preferences and experiences <p>Listening</p> <ul style="list-style-type: none"> *using visual clues to identify attitude *using visual clues to identify categories *understanding habits and preferences *understanding topic questions, note-taking *identifying specific information *using visual clues to understand a biopic <p>Reading</p> <ul style="list-style-type: none"> *understanding opinions *completing information from context *identifying paragraph topics 	<ul style="list-style-type: none"> *common adverbs *more verb phrases *phones and apps *irregular past participles *learning irregular verbs 	Relevant chapters and sections from workbooks and LMS are to be assigned as homework.

			*identify topics in a longer text by scanning for key words.		*identifying topics in a longer text Pronunciation * connected speech *weak to / sentence stress * the *sentence stress *irregular past participles		
6	27-31 OCTOBER 2025	English File Pre- Intermediate Unit: 1A – 1C 2A – 2B – 2C	*use correct word order in questions for different tenses. *form and use the present continuous tense to describe actions in progress. *form and use the past simple tense of regular and irregular verbs. *form and use the past continuous tense to describe actions in progress in the past. *use time sequencers and connectors to organise ideas in speech and writing. *exchange personal information, ask for personal information, and return questions. *describe a painting using appropriate vocabulary and structures. *show interest during conversations with short, natural responses. *give additional information in a conversation to maintain interaction. *retell the ending of a simple story using appropriate sequencing language. *recognise names, places, and numbers in short spoken texts and identify situations from context. *use existing knowledge to tune in to the topic of a listening task. *listen for key points in short conversations and monologues. *understand the order of events in a narrative. *use evidence from the listening to predict the ending of a story. *understand specific details in short written texts. *use visual clues to understand events and feelings in a text.	*word order in questions *present continuous *past simple: regular and irregular verbs *past continuous *time sequencers and connectors	Speaking *exchanging personal info, returning questions; asking for personal info *describing a painting *showing interest *giving more info in a conversation *retelling the ending of a story Listening *recognizing names, places and numbers, identifying situations from context *tuning in using existing knowledge *listening for key points *understanding the order of events *using evidence to predict the ending of a story Reading *understanding details Pronunciation * the alphabet * /ə/ and /ɜ:/ * regular verbs: -ed endings * weak forms: was, were * word stress	*common verb phrases *clothes, prepositions of place *holidays *prepositions of time and place: at, in, on *verb phrases	Relevant chapters and sections from workbooks and LMS are to be assigned as homework. *** 29th of October - Republic Day
7	3-7 NOVEMBER 2025	Unit: 3A	*use <i>be going to</i> for both plans and predictions. *assess and compare tips or pieces of advice. *propose a simple tourist itinerary using appropriate future expressions. *understand the general context of a conversation or listening passage. *use context to complete missing information in short texts.	*be going to [plans and predictions]	Speaking *assessing and comparing tips; proposing a tourist itinerary Listening *understanding context Reading	*airports	Relevant chapters and sections from workbooks and LMS are to be assigned as homework.

					*using context to complete information Pronunciation *the letter g		
	10-14 NOVEMBER 2025	MID-SEMESTER BREAK / NO CLASSES					
8	17-21 NOVEMBER 2025	Unit: 3B – 3C 4A – 4B – 4C	<ul style="list-style-type: none"> *use the present continuous to talk about future arrangements. *form and use defining relative clauses to add essential information. *use the present perfect with <i>yet</i>, <i>just</i>, and <i>already</i> to talk about recent events and experiences. *choose between the present perfect and past simple according to context. *use <i>something</i>, <i>anything</i>, <i>nothing</i>, etc. accurately in affirmative, negative, and interrogative sentences. *compare the results of a questionnaire and make arrangements with others. *paraphrase and define words using simple structures. *compare information using <i>yet</i> and <i>already</i> and talk about housework routines. *ask follow-up questions to extend a conversation. *talk about weekend activities and respond promptly in short exchanges. *infer mood and understand relationships between people in conversations. *understand definitions given in simple spoken English. *understand short advice segments and identify the key message. *use visual clues to understand key points in a listening passage. *understand short factual accounts of historical events. *make a personal response to a short text. *understand the rules of a game from written instructions. *identify the main idea in a paragraph. *infer meaning from captions and visual clues in a text. *write an informal email using contractions (e.g. <i>I'm</i>, <i>don't</i>), informal requests (e.g. <i>Can you...?</i>, <i>Let me know...</i>), and appropriate informal beginnings and endings (e.g. <i>Hi...</i>, <i>See you soon</i>). 	<ul style="list-style-type: none"> *present continuous [future arrangements] *defining relative clauses *present perfect + <i>yet</i>, <i>just</i>, <i>already</i> *present perfect or past simple? *<i>something</i>, <i>anything</i>, <i>nothing</i>, etc. 	Speaking <ul style="list-style-type: none"> * comparing the results of a questionnaire; making arrangements *paraphrasing; defining words *comparing information (yet and already); talking about housework *asking follow-up questions *talking about the weekend; answering promptly Listening <ul style="list-style-type: none"> *inferring mood, understanding relationships between people *understanding definitions *understanding advice *using visual clues to understand key points *understanding historical facts Reading <ul style="list-style-type: none"> *making a personal response *understanding the rules of a game *identifying the main idea in a paragraph *inferring from captions and visual clues Writing <ul style="list-style-type: none"> *an informal email Pronunciation <ul style="list-style-type: none"> *linking *silent e *the letters y and j *c and ch *<i>/əʊ/</i>, and <i>/ʌ/</i> 	<ul style="list-style-type: none"> *verbs + prepositions, e.g. arrive in *paraphrasing *housework, make or do? *shopping *adjectives ending -ed and -ing, 	<p>Relevant chapters and sections from workbooks and LMS are to be assigned as homework.</p> <p>Writing Bank 3 p. 117 (Chapter 3B) is to be covered during the lesson.</p>
9	24-28 NOVEMBER 2025	Unit: 5A – 5B – 5C	<ul style="list-style-type: none"> *use comparative adjectives and adverbs, including <i>as...as</i>, to compare people, things and actions. 	<ul style="list-style-type: none"> *comparatives adjectives and adverbs, <i>as...as</i> 	Speaking	*types of numbers	Relevant chapters and sections from

		6A – 6B	<ul style="list-style-type: none"> *use superlative forms — including <i>ever</i> + <i>present perfect</i> — to describe extremes and experiences. *use quantifiers and the structures <i>too</i> and (<i>not</i>) <i>enough</i> to talk about quantity and degree. *use <i>will</i> / <i>won't</i> to make predictions about the future. *use <i>will</i>, <i>won't</i>, and <i>shall</i> for offers, decisions and suggestions in spontaneous communication. *respond to ideas in an article and talk about changes, giving simple reasons. *ask for more information in a conversation to clarify meaning. *talk about habits and ask questions using <i>enough</i> and <i>too much/many</i>, giving simple reasons. *respond to predictions in a conversation. *ask and answer questions using common <i>verb</i> + <i>back</i> expressions (e.g., <i>get back</i>, <i>call back</i>). *use topic-related vocabulary to tune in to the subject of an interview. *understand the main points in a short podcast. *recognise and understand numbers and quantities in authentic contexts. *take short notes while listening for key information. *understand the events in a short story or spoken anecdote. *scan a text to find specific information quickly. *respond to and assess information according to personal opinion. *understand a definition and supporting examples in a short written text. *understand the events in a short written story. 	<ul style="list-style-type: none"> *superlatives (+ <i>ever</i> + present perfect) *quantifiers, <i>too</i>, (<i>not</i>) <i>enough</i> *will / won't [predictions] *will / won't / shall [other uses] 	<ul style="list-style-type: none"> *responding to ideas in an article; talking about changes, giving reasons *asking for more information *talking about habits; asking questions and giving reasons (<i>enough</i> and <i>too much/many</i>) *responding to predictions *Asking and answering (<i>verb+back</i>) <p>Listening</p> <ul style="list-style-type: none"> *tuning into an interview using topic-related vocabulary *understanding the main points in a podcast *understanding numbers and quantities *taking notes *understanding the events in a story <p>Reading</p> <ul style="list-style-type: none"> *scanning for information *responding to and assessing information according to personal opinion *understanding a definition and examples *understanding the events in a story <p>Pronunciation</p> <ul style="list-style-type: none"> */ə/ * sentence stress */ʌ/ *'ll, won't *word stress: two-syllable verbs 	<ul style="list-style-type: none"> *describing a town or city *health and the body *opposite verbs *verb + back 	workbooks and LMS are to be assigned as homework.
10	1-5 DECEMBER 2025	Unit: 6C 7A – 7B – 7C 8A	<ul style="list-style-type: none"> *review and use verb forms in the present, past and future accurately in simple sentences. *use the infinitive with <i>to</i> in different contexts (e.g., to express purpose or intention). *use the gerund (<i>verb</i> + <i>-ing</i>) after common verbs and expressions. 	<ul style="list-style-type: none"> *review of verb forms: present, past, and future *uses of the infinitive with <i>to</i> *uses of the 	<p>Speaking</p> <ul style="list-style-type: none"> *giving additional information (past, present, future) *asking and answering fluently *responding to tips; talking about behaviours and preferences *asking follow-up questions 	<ul style="list-style-type: none"> *modifiers *verbs + infinitive: try to, forget to, etc. *verbs + gerund 	Relevant chapters and sections from workbooks and LMS are to be assigned as homework.

			<ul style="list-style-type: none"> *use <i>have to</i>, <i>don't have to</i>, <i>must</i>, <i>mustn't</i> and <i>should</i> to express obligation and prohibition. *give additional information about past, present and future events in a conversation. *ask and answer questions fluently in short exchanges. *respond to tips and talk about behaviours and preferences. *ask follow-up questions to maintain interaction. *assess pieces of advice and use expressions with <i>get</i> in questions and answers. *interpret meaning from visual clues and use them to understand key topics. *use visual clues and text to understand advice. *understand official advice and supporting details in short spoken texts. *listen to check hypotheses about what will happen or be said. *understand a problem and assess the advice given. *understand information in on-screen texts (e.g., websites, blogs). *identify topic sentences in a paragraph. *assess advice given in a short written text. 	<p>gerund [verb + -ing] *have to, don't have to, must, mustn't *should</p>	<ul style="list-style-type: none"> *assessing advice; asking and answering (phrases with <i>get</i>) <p>Listening</p> <ul style="list-style-type: none"> *interpreting from visual clues; using visual clues to understanding key topics *using visual clues and text to understand advice *understanding official advice and supporting detail *listening to check hypotheses *understanding a problem, assessing advice <p>Reading</p> <ul style="list-style-type: none"> *reading on screen *identifying topic sentences *assessing advice <p>Pronunciation</p> <ul style="list-style-type: none"> *the letters <i>ea</i> *weak form of <i>to</i>, linking *-ing, the letter <i>o</i> *stress on prepositions */o/ and /u:/ 	<ul style="list-style-type: none"> *adjectives + prepositions: afraid of, etc. *get 	
11	8-12 DECEMBER 2025	<p>Unit: 8B – 8C 9A – 9B – 9C</p>	<ul style="list-style-type: none"> *use the first conditional (<i>if + present</i>, <i>will + infinitive</i>) to talk about real and possible future situations. *use possessive pronouns accurately in simple sentences. *use the second conditional (<i>if + past</i>, <i>would + infinitive</i>) to talk about hypothetical or imaginary situations. *use the present perfect with <i>for</i> and <i>since</i> to talk about actions and situations that started in the past and continue to the present. *choose appropriately between the present perfect and past simple according to context. *exchange information and opinions in short conversations. *relay factual information clearly and accurately. *ask follow-up questions using the present perfect. *talk about a person's life using appropriate language and time expressions. *use key words and phrases to tune in to the topic of a story. *use visual clues to understand the events in a story. *use visual clues to rank or prioritise information. *listen for key information in short spoken texts. 	<ul style="list-style-type: none"> *if + present, + will + infinitive [first conditional] *possessive pronouns *if + past, + would + infinitive second conditional] *present perfect + for and since *present perfect or past simple 	<p>Speaking</p> <ul style="list-style-type: none"> *exchanging information and opinions *relaying factual information *asking follow-up questions (present perfect) *talking about somebody's life <p>Listening</p> <ul style="list-style-type: none"> *tuning in to a story using key words and phrases *using visual clues to understand a story *using visual clues to rank information *listening for key information *using visual clues to understand biographical information <p>Reading</p>		Relevant chapters and sections from workbooks and LMS are to be assigned as homework.

			<ul style="list-style-type: none"> *use visual clues to understand biographical information. *identify examples of behaviour in short written texts. *understand the main events in a short story. *understand the reasons given in a short text. *understand the content of social media posts. *understand the order of life events in a biographical or narrative text. 		<ul style="list-style-type: none"> *identifying examples of behaviour *understanding a short story *understanding reasons *understanding social media posts *understanding the order of life events Pronunciation <ul style="list-style-type: none"> * homophones *reading aloud *word stress *phrases with <i>for</i> and <i>since</i> *sentence stress 		
12	15-19 DECEMBER 2025	Unit: 10A – 10B – 10C	<ul style="list-style-type: none"> *use expressions of movement in simple sentences (e.g. <i>go into</i>, <i>walk through</i>, <i>run across</i>, etc.). *use correct word order with separable and inseparable phrasal verbs. *form and use the passive voice to describe actions and events. *talk about sports and give extra information, and retell key events from memory. *ask questions using phrasal verbs correctly. *exchange information using the passive voice in short conversations. *categorise information and identify reasons in short spoken texts. *use visual clues to understand specific information in a listening passage. *read and retell key events from a short text. *take simple notes in order to retell a text or story. 	<ul style="list-style-type: none"> *expressing movement *word order of phrasal verbs *the passive 	Speaking <ul style="list-style-type: none"> *talking about sport, giving extra information; retelling from memory *asking questions (phrasal verbs) *exchanging information (passive) Listening <ul style="list-style-type: none"> *categorizing information; identifying reasons *using visual clues to understand specific information Reading <ul style="list-style-type: none"> *reading and retelling key events *taking notes for retelling Pronunciation <ul style="list-style-type: none"> *word stress *linking **/j/, /tʃ/, and /dʒ/ 		Relevant chapters and sections from workbooks and LMS are to be assigned as homework.
13	22-26 DECEMBER 2025	Unit: 11A – 11B – 11C	<ul style="list-style-type: none"> *use <i>used to</i> to talk about past habits and states. *use <i>might</i> to express possibility and uncertainty. *use <i>so</i> and <i>neither</i> + auxiliary verbs to agree with positive and negative statements. *express opinions and give examples, and return questions in a conversation. *give an opinion using appropriate language and ask/answer questions using noun forms (e.g., <i>decide</i> – <i>decision</i> → <i>What was your last big decision?</i>). *understand the speaker's attitude in short talks or conversations. 	<ul style="list-style-type: none"> *used to *might *so, neither + auxiliaries 	Speaking <ul style="list-style-type: none"> *expressing an opinion, giving examples, returning questions *giving an opinion; asking and answering (noun forms) Listening <ul style="list-style-type: none"> *understanding attitude *identifying the main points in a talk *using visual clues to understand a human-interest story 		Relevant chapters and sections from workbooks and LMS are to be assigned as homework. Writing Bank 11 p.125 (Chapter

			*identify the main points in a short talk or monologue. *use visual clues to follow a human-interest story and understand key events. *understand and compare specific information in a short written text. * write a formal email using full forms (e.g. <i>I would like...</i>), formal requests (e.g. <i>Could you please...</i> , <i>I would ...</i>), and appropriate formal beginnings and endings (e.g. <i>Dear Sir/Madam, Yours sincerely,</i>).		Reading *understanding and comparing specific information in a short text Writing *a formal email Pronunciation *used to / didn't use to * **diphthongs */ð/ and /θ/		11A) is to be covered during the lesson.
14	29 DECEMBER 2025 – 2 JANUARY 2026	CATCH-UP / REVISION					1st of January Thursday- New Year's Day