

T.R. İZMİR BAKIRÇAY UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

2025-2026 ACADEMIC YEAR FALL TERM MAIN COURSE SYLLABUS

LEVEL GROUPS

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

Notes:

- Please make sure all Practical English Parts in Pre-Intermediate and Intermediate level coursebooks are covered in class.
- It is suggested to assign “Revise and Check Part – Grammar, Vocabulary and Reading” sections as homework.
- Reading parts in units (Intermediate coursebook) can be assigned 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/OPTIONAL SOURCES
1	22 – 26 SEPTEMBER 2025	<u>English File</u> <u>Pre-</u> <u>Intermediate</u> 1A- 1B- 1C – 2A	* distinguish and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. * interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. * manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. * communicate enough to manage simple, routine exchanges without undue effort. * deal with practical everyday demands: finding out and passing on straightforward factual information. * ask and answer questions about pastimes and past activities and what they do at work and in free time. * produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.	*Word order in questions *Present simple *Present continuous *Past Simple: regular and irregular verbs	Speaking: *giving information about a family member, can *describing a picture *making questions about	*Common verb phrases *Describing people: appearance and personality *Clothes *Prepositions of place	Assign Unit 1 via LMS

		* have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. * construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. * list specific information contained in simple texts on everyday subjects of immediate interest or need. * follow phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated. * follow short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. * identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. * ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. * communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. * handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord. * give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list. * perform and respond to basic language functions, such as information exchange and requests, and express opinions and attitudes in a simple way. * construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. * relay the point made in a clear, spoken announcement concerning familiar everyday subjects, though he/she may have to simplify the message and search for words. * report in simple sentences the information contained in clearly structured, short, simple texts that have illustrations or tables. * use simple descriptive language to make brief statements about and compare objects and possessions. * explain what he/she likes or dislikes about something. * have a sufficient vocabulary for the expression of basic communicative needs. * use some simple structures correctly, but still systematically makes basic mistakes. * construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. * interpret and describe simple visuals on familiar topics, even though pauses, false starts and reformulation may be very evident in speech		their last holiday Pronunciation: the alphabet, final -s and -es, - regular verbs: - ed endings, Listening: - *listening for numbers, letters, dates. Reading: *understanding a description, *understanding the key events in a story	*Holidays	
--	--	---	--	---	-----------	--

			* collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions. * follow short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. * give short, basic descriptions of events and activities. * have a sufficient vocabulary for coping with simple survival needs. * perform and respond to basic language functions, such as information exchange and requests, and express opinions and attitudes in a simple way. * adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.				
Week 2	29 SEPTEMBER - 3 OCTOBER 2025	2B- 2C- 3A- 3B	* distinguish and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. * follow short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. * identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. * give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list. * give short, basic descriptions of events and activities. Can explain what he/she likes or dislikes about something. * produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. * perform and respond to basic language functions, such as information exchange and requests, and express opinions and attitudes in a simple way. * socialise simply but effectively using the simplest common expressions and following basic routines. * use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. * have a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs. * interpret and describe simple visuals on familiar topics, even though pauses, false starts and reformulation may be very evident in speech. * interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. * manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. * ask and answer questions about what they do at work and in free time.	*Past continu- ous *Time se- quencers and connectors *Be going to (plans and predictions), present con- tinuous (fu- ture arrange- ments)	Speaking: *talking about social media, *making verb phrases with given words *planning a tour *making future arrangements Pronunciation: word stress, the letter g, linking, silent e Listening: *listening for specific information *understanding a story	*Prepositions of time and place: at, in, on *Verb phrases *Airports *Verbs+ prep (arrive in)	Assign Unit 2 via LMS Assign Unit 1&2 Re- vise and Check p.20-21

			* describe plans and arrangements, habits and routines, past activities and personal experiences. * use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. * have a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs. * adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. * construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. * collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions. * communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. * handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord. * have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. * control a narrow repertoire dealing with concrete everyday needs. * adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. * construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. * collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.		*understanding easy conversations between two people Reading: *checking hypotheses (using visual evidence), *understanding text cohesion – connectors, *understanding a questionnaire		
Week 3	6 – 10 OCTOBER 2025	3C – 4A 4B – 4C	*distinguish and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. * tell a story or describe something in a simple list of points. Can explain what he/she likes or dislikes about something. * use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. * recall and rehearse an appropriate set of phrases from his/her repertoire. * use an inadequate word from his repertoire and use gesture to clarify what he/she wants to say * have a sufficient vocabulary for the expression of basic communicative needs. * use some simple structures correctly, but still systematically makes basic mistakes. * collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	*Defining relative clauses *Present perfect + yet, just, already *Present perfect or past simple (1) *Something, anything, nothing, etc.	Pronunciation: silent e, the letters y and j, c and ch, /e/, /au/ and /^/ Listening *following for specific information	*Paraphrasing *Housework, make or do? *Shopping *Adjectives ending -ed and -ing	Assign Unit 3 via LMS

		* follow the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. * follow the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. * 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. * 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 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). * follow clearly articulated speech directed at him/ her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. * give straightforward descriptions on a variety of familiar subjects within his field of interest. * describe events, real or imagined. * identify unfamiliar words from the context on topics related to his/her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. * communicate with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. * use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. * show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. * describe in simple sentences the main facts shown in visuals on familiar topics. * interpret 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. * find out and pass on straightforward factual information and obtain more detailed information. * identify unfamiliar words from the context on topics related to his/her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.		Speaking: *asking and answer questions. Reading: *understanding rules of a game, *understanding opinions, checking and correcting information	Assign Unit 4 via LMS Assign Unit 3&4 Re- vise and Check p.36-37
--	--	--	--	---	---

			* have a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. * 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. * work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. * use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. * show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. * express him/herself with relative ease.				
Week 4	13 - 17 OCTOBER 2025	5A – 5B – 5C – 6A – 6B	* 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 interests 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. * take some initiatives in an interview/consultation but is very dependent on interviewer in the interaction. * use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. * identify unfamiliar words from the context on topics related to his/her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. * use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. * convey simple, straightforward information of immediate relevance, getting across which point he/ she feels is most important. Can express the main point he/she wants to make comprehensibly. * keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. * define the task in basic terms in a discussion and ask others to contribute their expertise and experience. * interpret 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.	*Comparative adjectives and adverbs *As...as, superlatives (+ ever +present perfect) *Quantifiers, too, (not) enough *Will/won’t (predictions), *Will/won’t/s hall (other uses)	Speaking: *conveying simple relevant information *using present perfect and quantifiers *asking and answer questions *using given phrases Listening: *extracting key factual information such as dates, cities and	*Types of numbers *Describing a town or a city *Health and the body *Opposite verbs *Verb + back.	Assign Unit 5 via LMS

			* follow the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. * follow the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. * follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can give brief comments on the views of others. * 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. * 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. * show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. * express him/herself with relative ease. * follow straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. * communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. * exchange, check and confirm information, deal with less routine situations and explain why something is a problem. * express thoughts on more abstract, cultural topics such as films, books, music etc. * 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. * 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. * collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. * ask someone to clarify or elaborate what he or she has just said.		quantities from a conversation *understand the key points about a radio programme on a familiar topic Pronunciation: /a/, sentence stress, /ʌ/, 'll, won't, word stress: two-syllable verbs. Reading: *scanning for data (facts and numbers) *identifying pros and cons *summarizing the main points of a text *understanding the order of events		
Week 5	20 - 24 OCTOBER 2025	6C- 7A- 7B- 7C	* follow the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. * distinguish the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. * exploit a wide range of simple language to deal with most situations likely to arise whilst travelling.	*Review of verb forms: present, past, and future	Speaking: *asking and answer	*Modifiers *Verbs +infinitive: try to, forget to, etc.	Assign Unit 6 via LMS Assign units 5&6 Revise and Check p.52-53

			* 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). * give straightforward descriptions on a variety of familiar subjects within his field of interest. * give detailed accounts of experiences, describing feelings and reactions. * 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 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. * reasonably fluently relate a straightforward narrative or description as a linear sequence of points. * express him/herself with relative ease. * keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. * collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. * read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. * find relevant information in everyday material, such as brochures and short official documents. * 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. * relate the plot of a book or film and describe his/her reactions. * describe events, real or imagined. * 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. * exploit a wide range of simple language flexibly to express much of what he/she wants. * link a series of shorter, discrete simple elements into a connected, linear sequence of points. * keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. * provide an approximate spoken translation into of clear, well-structured informational texts on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.	*Uses of infinitives with to *Uses of the gerund (verb + -ing) *Have to, don't have to, must, mustn't	questions in different tenses *carrying out a simple informal interview *giving information in a job interview *asking for information in a job interview Pronunciation: the letters ea, weak form of to, linking, -ing, the letter o, stress on prepositions. Listening: *recognising a speaker's feelings or attitudes *recognising simple expressions of agreement and disagreement in extended discussions *understanding specific information in conversations	Verbs+ gerund *Adjectives + prepositions: afraid of, etc.	Assign Unit 7 via LMS
--	--	--	--	---	--	---	-----------------------

			* interpret 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. * 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. * 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. * 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. * compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. * exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarise the point reached in a discussion and so help focus the talk. * ask someone to clarify or elaborate what he or she has just said. * follow the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. * generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. * give straightforward descriptions on a variety of familiar subjects within his field of interest. * describe events, real or imagined. * convey the main point(s) contained in clearly structured, short, simple spoken and written texts supplementing his/her limited repertoire with other means		on familiar everyday topics *understanding the key points about a money radio programme Reading: *understanding content words *using topic sentences		
Week 6	27 – 31 OCTOBER 2025	8A- 8B- 8C- 9A	* 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 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. * 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.	*Should *First conditional *Possessive pronouns *Second conditional	Speaking: *giving advice *answering questions in second conditional and in present perfect	*Get *Confusing verbs *Adverbs of manner	Assign Units 8 via LMS Units 7&8 Revise and Check p.68-69

		* 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. * make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event. * express belief, opinion, agreement and disagreement politely. * 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 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. * link a series of shorter, discrete simple elements into a connected, 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. * express him/herself with relative ease. * keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. * define the task in basic terms in a discussion and ask others to contribute their expertise and experience. * 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 interests with a satisfactory level of comprehension. * 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). * 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. * relate details of unpredictable occurrences, e.g. an accident. * describe events, real or imagined. * 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. * collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions	*Present perfect + for and since	Pronunciation: /u/ and /u:/, homophones, reading aloud, word stress, sentence stress. Listening: *recognising the advice given by an expert *recognising specific verbs and phrases *understanding facts about animals and insects in the UK *recognising specific information about phobias Reading: *understanding opinions *scanning for specific information *understanding a short story *understanding specific information	*Animals and insects *Words related to fear *Phrases with for and since	*** 29th of October - Republic Day
--	--	--	---	---	--	--

			* follow the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. * 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. * relate the plot of a book or film and describe his/her reactions. * point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them. * follow the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. * generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. * 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. * reasonably fluently relate a straightforward narrative or description as a linear sequence of points. * relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails) * give detailed accounts of experiences, describing feelings and reactions.		*recognizing topic links		
Week 7	3-7 NOVEMBER 2025	9B - 9C	* 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 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. * exchange, check and confirm information, deal with less routine situations and explain why something is a problem. * express thoughts on more abstract, cultural topics such as films, books, music etc. * follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. * 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. * use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. * initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. * exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarise the point reached in a discussion and so help focus the talk.	*Present perfect or past simple (2)	Speaking: *asking and answering questions using present perfect and simple past Pronunciation: word stress. Listening: *understanding key information from a radio programme Reading: *using textual clues to match information with a person	*Biographies	Assign Units 9 via LMS *Midterm exam will take place.

			* 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. * 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. * communicate with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. * use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. * show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. * 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. Can express the main point he/she wants to make comprehensibly. * express him/herself with relative ease. * keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. * summarise the main points made in clear, well-structured spoken and written texts on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times. * collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.				
	10-14 NOVEMBER 2025	MID-SEMESTER BREAK / NO CLASSES					
Week 8	17-21 NOVEMBER 2025	10A-10B-10C	* 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 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. * 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. * 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.	*Expressing movement *Word order of phrasal verbs *The passive *Used to *Might	Speaking: *asking for specific information *asking and answer questions *using phrasal verbs and passives	*Sports *Expressing movement *Phrasal verbs *People from different countries	Assign unit 9 & 10 Revise and Check p.84 -85 Assign Units 10 via LMS

		* have a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his 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. * identify unfamiliar words from the context on topics related to his/her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. * express him/herself with relative ease. * follow the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. * 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. * 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). * follow clearly articulated speech directed at him/ her in conversation, though will sometimes have to ask for repetition of some words and phrases. * use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. * 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. * ask someone to clarify or elaborate what he or she has just said. * work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. * 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. * 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. * 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). * correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.		*talking about school *making nouns from verbs Pronunciation: word stress, linking, used to/ didn't use to, diphthongs Listening: *understanding times, periods of times and key word from a radio programme about getting up early *recognising the speaker's feelings towards school *understanding the speaker's attitude towards a common topic Reading: *understanding opinions *extracting main points from a text	*School subjects *Word building: noun formation	
--	--	---	--	--	--	--

			* ask for confirmation that a form used is correct. Can start again using a different tactic when communication breaks down. * take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech. * recognize the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. * read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. * give detailed accounts of experiences, describing feelings and reactions. * 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. * ask someone to clarify or elaborate what he/she has just said. * communicate with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. * use reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. * show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. * link a series of shorter, discrete simple elements into a connected, linear sequence of points. * allocate the turn in a discussion, inviting a participant to say something. * collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. * interpret 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. * use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. * exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarise the point reached in a discussion and so help focus the talk. * define the task in basic terms in a discussion and ask others to contribute their expertise and experience.		*finding key information in a text		
Week 9	24-28 NOVEMBER 2025	11A-11B -11C	* follow the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. * 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. * give straightforward descriptions on a variety of familiar subjects within his field of interest. * give detailed accounts of experiences, describing feelings and reactions. * describe events, real or imagined.	*So, neither + auxiliaries		*Similarities and differences	Assign Unit 11 via LMS

			* 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 everyday life such as family, hobbies and interests, work, travel, and current events. * communicate with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. * use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. * show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. * exploit a wide range of simple language flexibly to express much of what he/she wants. * reasonably fluently relate a straightforward narrative or description as a linear sequence of points. * express him/herself with relative ease. * keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. * collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. * follow the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. * 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. * 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 organise an event (e.g. an outing). * express belief, opinion, agreement and disagreement politely. * correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem. * provide an approximate spoken translation into of clear, well-structured informational texts on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.				
Week 10	1-5 DECEMBER 2025	12A-12B-12C	* understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. * 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).	*Past perfect *Reported speech	Speaking: *telling a story *asking and answering	*Time expressions *Say or tell?	Assign Unit 12 via LMS Assign unit 11 & 12 Revise and Check p.100 -101

			* exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence. * summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail. * communicate in the main sense of what is said in on subjects of personal interest, whilst following important politeness conventions, provided that the speakers articulate clearly in standard language and that he/she can ask for clarification and pause to plan how to express things. * describe the key themes and characters in short narratives involving familiar situations that are written in high frequency everyday language. * 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 organise an event. * define the features of something concrete for which he/she can't remember the word. Can convey meaning by qualifying a word meaning something similar. * convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important. Can express the main point he/she wants to make comprehensibly. * collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	*Questions without auxiliaries	general questions *responding to a general knowledge quiz Listening: *recognising the author's feelings *understanding a conversation that reports a past story Reading: *understanding similarities and differences *understanding the order of events, recognizing text type	*Revision of question words	
Week 11	8-12 DECEMBER 2025	<u>English File Intermediate Book</u> 1A-1B-2A	* follow the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives. * follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent. * generally follow the main points of extended discussion around him / her, provided speech is clearly articulated in standard dialect. * follow the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. * follow the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	*Present simple and continuous *Action and non-action verbs *Future forms: present continuous, be going to, will/won't	Pronunciation: short and long vowel sounds, sentence stress, word stress Speaking & Listening: *understanding and talking	*Food and cooking *Family *Adjectives of personality	Assign Unit 1 via LMS

		* recognise the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly. * 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. * exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel, and current events). * 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. * 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. * reasonably fluently relate a straightforward narrative or description as a linear sequence of points. * give detailed accounts of experiences, describing feelings and reactions. * relate details of unpredictable occurrences, e.g. an accident. * relate the plot of a book or film and describe his/her reactions. * describe events, real or imagined and narrate a story * have 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.		about their food profile *agreeing and disagreeing on common topics *talking about relationships between siblings Reading: *using your own experience to understand a text *identifying reasons		
--	--	--	--	---	--	--

		* 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. * express him / herself with relative ease. * 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. * 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. * take some initiatives in an interview / consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction. * describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language. * use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. * 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. * initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest. * 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. * perform and respond to a wide range of language functions, using their most common exponents in a neutral register. * be 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. * 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.				
--	--	--	--	--	--	--

			* 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. * explain the main points in an idea or problem with reasonable precision. * 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).				
			* 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. * recognize the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives. * follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent. * generally follow the main points of extended discussion around him / her, provided speech is clearly articulated in standard dialect. * 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. * 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. * 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. * 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.	*Present perfect and past simple *Present perfect +for/since *Present perfect continuous	Speaking: *asking have you ever...questions *discussing things in present perfect questions Pronunciation: o and or, sentence stress. Listening: *completing the gaps in a summary while listening a radio programme about money scams *understanding key information from a programme about charity Reading: *understanding paragraphing	*Money *Strong adjectives: exhausted, amazed, etc.	

		* take some initiatives in an interview / consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction. * describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language. * 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. * 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. * communicate with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he / she is trying to express. * use reasonably accurately a repertoire of frequently-used 'routines' and patterns associated with more predictable situations. * show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. * use a wide range of simple vocabulary appropriately when talking about familiar topics. * exploit a wide range of simple language flexibly to express much of what he / she wants. * keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. * collaborate in simple, shared tasks and work towards a common goal by asking and answering straightforward questions. * carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. * 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. * 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.		*understanding the order of events		
--	--	---	--	------------------------------------	--	--

			* exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. * summarize the point reached in a discussion and so help focus the talk. * ask someone to clarify or elaborate what he / she has just said. * show awareness of the conventional structure of the text type concerned, when communicating his/her ideas. * 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. * show 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. * communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.				
Week 12	15-19 DECEMBER 2025	2B - 3A-3B	* 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. * recognize 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. * 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. * 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). * follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. * maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. * express and respond to feelings such as surprise, happiness, sadness, interest and indifference. * generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. * give or seek personal views and opinions in discussing topics of interest.	*Choosing between comparatives and superlatives *Articles: a/an, the, no article *Obligation and prohibition: have to, must, should	Speaking: *giving their opinion, agreeing or disagreeing on common topics *speaking in groups about annoying things people do with their phones Pronunciation: - linking, two pronunciations of the, silent consonants Listening: *understanding the linked words from an interview with a traffic safety expert, *understanding key information from a programme	*Transport, *Collocation: verbs/adjectives+ prepositions *Phone language	Assign Unit 2 via LMS Assign unit 1 &2- Revise & Check p.24 -25 Assign Unit 3 via LMS

		* 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. * 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. * exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. * summarize the point reached in a discussion and so help focus the talk. * 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 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. * 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. * express him / herself with relative ease. * collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. * 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. * relate to announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed. * follow detailed instructions well enough to be able to follow them successfully.		about children and stereotypes, *listening about someone's experience while learning how to play a musical instrument Reading: *confirming predictions *understanding the main point in a paragraph and assessing a point of view		
--	--	---	--	--	--	--

			* interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers 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. * 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. * develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. * construct a chain of reasoned argument: * explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. * correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. * have a 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. * present his/her ideas in a group and pose questions that invite reactions from other group member' perspectives. * communicate with some confidence on familiar routine and non-routine matters related to his / her interests and professional field. * exchange, check and confirm information, deal with less routine situations and explain why something is a problem. * express thoughts on more abstract, cultural topics such as films, books, music, etc. * follow 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. * exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his / her field with some confidence.				
--	--	--	---	--	--	--	--

			* summarize and give his / her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. * 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. * identify unfamiliar words from the context on topics related to his / her field and interests. * explain the main points in an idea or problem with reasonable precision. * keep up with an animated conversation between speakers of the target language. * interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. * keep up with an animated discussion between native speakers * express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. * 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. * express him/herself clearly and without much sign of having to restrict what he/she wants to say. * 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. * generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. * extrapolate the meaning of a section of a text by taking into account the text as a whole. * extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. * perform and respond to a wide range of language functions, using their most common exponents in a neutral register. * be 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. * adapt his / her expression to deal with less routine, even difficult, 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.				
--	--	--	---	--	--	--	--

		* explain the main points in an idea or problem with reasonable precision. * 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. * 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. * 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. * 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 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. * use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. * express him/herself clearly and without much sign of having to restrict what he/she wants to say. * 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.				
--	--	---	--	--	--	--

			* communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. * 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.				
Week 13	22-26 DECEMBER 2025	4A - 4B-5A	* follow the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives. * follow the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly. * 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. * 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. * give straightforward descriptions on a variety of familiar subjects within his / her field of interest. * reasonably fluently relate a straightforward narrative or description as a linear sequence of points. * give detailed accounts of experiences, describing feelings and reactions. * relate details of unpredictable occurrences, e.g. an accident. * relate the plot of a book or film and describe his/her reactions. * describe events, real or imagined and narrate a story. * ask someone to clarify or elaborate what he / she has just said. * 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.	*Ability and possibility: can, could, be able to *Past tenses: simple, continuous, perfect.	Speaking: *talking about different skills *asking and answering questions about sport Pronunciation: sentence stress. Listening: *extracting the main points from a radio phone-in programme about manners, etc. with opinions, arguments and discussion *understanding specific information from an interview with an ex-Champions League football referee from Spain	*-ed/-ing adjectives, sport	Assign Unit 4 via LMS Assign unit 3 & 4- Revise & Check- p.44-45

		* 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. * 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. * express him/herself clearly and without much sign of having to restrict what he/she wants to say. * have good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. * show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. * have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy. * Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. * develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. * 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. * follow the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. * 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. * relate to 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. * recognize significant points in straightforward newspaper articles on familiar subjects.		Reading: *understanding tips and examples *understanding how examples support main points		
--	--	--	--	--	--	--

			* 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. * follow the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions. * 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. * take some initiatives in an interview / consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction. * describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language. * use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. * 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. * 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. * relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails). * 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. * keep up with an animated conversation between speakers of the target language. * pass on detailed information reliably. * carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. * 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. * express him/herself clearly and without much sign of having to restrict what he/she wants to say. * 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. * 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. * 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.				
Week 14	29 DECEMBER 2025 – 2 JANUARY 2026	5B	* 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. * enter unprepared into conversations on familiar topics. * follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. * maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. * express and respond to feelings such as surprise, happiness, sadness, interest and indifference. * generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. * give or seek personal views and opinions in discussing topics of interest. * make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (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.	*Past and present habits and states.	Speaking: *learning how to present an opinion Pronunciation: the letter s, used to. Listening: *understanding specific information from a listening track about how people meet nowadays Reading: *predicting the end of a story	*Relation-ships	Assign Unit 5 via LMS *** 1st of January Thursday- New Year's Day

			* 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. * 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. * express the main point he / she wants to make comprehensibly. * relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails). * 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. * 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. * 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. * correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. * make a note of 'favourite mistakes' and consciously monitor speech for it/them. * express him/herself clearly and without much sign of having to restrict what he/she wants to say. * have a good range of vocabulary for matters connected to his/her field and most general topics. * vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. * produce the appropriate collocations of many words in most contexts fairly systematically. * show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. * have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy.				
--	--	--	--	--	--	--	--

		* Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. * develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. * use a variety of linking words efficiently to mark clearly the relationships between ideas. * 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. * communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.				
--	--	--	--	--	--	--