

**İZMİR BAKIRÇAY UNIVERSITY**  
**SCHOOL OF FOREIGN LANGUAGES**

**2024-2025 ACADEMIC YEAR FALL TERM MAIN COURSE SYLLABUS**

**BASIC GROUPS**

**COURSE BOOK: ENGLISH FILE 4th EDITION ELEMENTARY / PRE-INTERMEDIATE / INTERMEDIATE**

**Notes:**

- 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.
- Pronunciation parts are optional.
- LMS tasks of each unit should be assigned in related weeks.

WEEK	DATE	UNIT	LEARNING OBJECTIVES  At the end of the semester students will be able to	GRAMMAR STRUCTURE	LANGUAGE SKILLS	VOCABULARY	NOTES & ASSIGNMENTS & EXTRA SOURCES
1	30 SEPTEMBER – 4 OCTOBER 2024	<b>English File- Elementary</b>  <b>Unit:</b> 1A – 1B – 1C 2A – 2B – 2C 3A	<p>*follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.</p> <p>*interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.</p> <p>*ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>*make an introduction and use basic greeting and leave-taking expressions, ask how people are and react to news.</p> <p>*produce simple mainly isolated phrases about people and places.</p> <p>*follow everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker</p> <p>*have a very basic range of simple expressions about personal details and needs of a concrete type.</p> <p>*have a basic vocabulary repertoire of isolated words and phrases related to particular</p>	<p>*verb be [+], subject pro- nouns</p> <p>*verb be [- /?]</p> <p>*possessive ad- jectives</p> <p>*singular and plural nouns</p> <p>*adjectives</p> <p>*imperatives, let’s</p> <p>*present simple [+, -]</p>	<p><b>Speaking</b> *saying hello, saying goodbye</p> <p>*giving personal in- formation</p> <p>*saying where things are</p> <p>*describing things; the same or differ- ent?</p> <p>*things I like and I don’t like about my country</p> <p><b>Listening</b> *recognising names</p>	<p>*days of the week, numbers 0- 20</p> <p>*countries, num- bers 21-100</p> <p>*classroom lan- guage</p> <p>*things, in, on, under</p> <p>*colours, adjec- tives</p> <p>*modifiers: very / really / quite</p> <p>*feelings</p> <p>*verb phrases</p>	Relevant chapters and sections from workbooks and LMS are to be assigned as homework.

		<p>concrete situations.</p> <p>*show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.</p> <p>*manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.</p> <p>*follow instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>*convey simple, predictable information given in short, very simple signs and notices, posters and programmes.</p> <p>*invite others' contributions to very simple tasks using short, simple phrases, indicate that he/she understands and ask whether others understand.</p>	<p>*recognising places and numbers</p> <p>*classroom language, understanding personal information</p> <p>*listening for detail</p> <p>*inferring mood, understanding specific advice</p> <p><b>Reading</b></p> <p>*classroom language</p> <p>*identifying paragraph headings</p> <p>*identifying attitude</p> <p><b>Pronunciation</b></p> <p>*vowel sounds, word stress</p> <p>* /ə/, consonant sounds /t/, /l/, /dʒ/, word stress</p> <p>* /əʊ/, /u:/, /ɑ:/, the alphabet,</p> <p>*sentence stress</p> <p>*final -s and -es</p> <p>*Long and short vowel sounds</p> <p>*linking</p> <p>*third person -s</p>		
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2	7-11 OCTOBER 2024	<b>Unit:</b> 3B – 3C 4A – 4B – 4C 5A – 5B	<p>*follow very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</p> <p>*ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics, ask and answer questions about themselves and other people, where they live, people they know, things they have.</p> <p>*get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</p> <p>*establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.</p> <p>*link words or groups of words with very basic linear connectors like ‘and’ or ‘then’.</p> <p>*use simple isolated words and non-verbal signals to show interest in an idea.</p> <p>*distinguish and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.</p> <p>*communicate enough to manage simple, routine exchanges without undue effort, deal with practical everyday demands: finding out and passing on straightforward factual information.</p> <p>*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.</p> <p>*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.</p> <p>*have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</p> <p>*control a narrow repertoire dealing with concrete everyday needs.</p> <p>*expand learned phrases through simple re-combinations of their elements.</p> <p>*make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.</p> <p>*construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.</p>	<p>*present simple [?]</p> <p>*word order in questions</p> <p>*possessive ‘s, whose?</p> <p>*Prepositions of time [at, in, on] and place [at, in, to]</p> <p>*position of adverbs, expressions of frequency</p> <p>*can / can’t</p> <p>*present continuous</p>	<p><b>Speaking</b></p> <p>*guess the job</p> <p>*getting to know somebody</p> <p>*talking about family</p> <p>*a typical weekend</p> <p>*retelling the main information in a short text</p> <p>*talking about abilities</p> <p>*spot the difference</p> <p><b>Listening</b></p> <p>*understanding specific information</p> <p>*identifying who’s who</p> <p>* identifying the main / supporting information</p> <p>*inferring feelings</p> <p>*listening for detail</p> <p>*focusing on practical information</p>	<p>*verb phrases [cook dinner, etc.]</p> <p>*jobs</p> <p>*question words</p> <p>*family</p> <p>*daily routine</p> <p>*months, adverbs, and expressions of frequency</p> <p>*verb phrases [buy a newspaper, etc.]</p> <p>*noise: verbs and verb phrases</p>	Relevant chapters and sections from workbooks and LMS are to be assigned as homework.
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			<p>*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.</p> <p>*use phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated.</p> <p>*follow short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.</p> <p>*ask and answer questions about habits and routines.</p> <p>*answer simple questions and respond to simple statements in an interview.</p> <p>*have a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.</p> <p>*tell a story or describe something in a simple list of points.</p> <p>*follow short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p> <p>*make him/herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.</p> <p>*generally identify the topic of discussion around her that is conducted slowly and clearly.</p> <p>*communicate in simple and routine tasks requiring a simple and direct exchange of information.</p> <p>*adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.</p> <p>*communicate the main point of what is said in predictable, everyday situations, conveying back and forth information about personal wants and needs, provided that the speakers help with formulation.</p>		<p>*identifying a situation from context</p> <p><b>Reading</b></p> <p>*understanding specific information</p> <p>*inferring information</p> <p><b>Pronunciation</b></p> <p>*/ɜ:/ and /ə/</p> <p>* sentence stress</p> <p>*/ʌ/ the letter o</p> <p>* linking</p> <p>* the letter h</p> <p>*/ŋ/</p>		
3	14 - 18 OCTOBER 2024	<b>Unit:</b> 5C 6A – 6B – 6C	<p>*use phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</p>	*present simple or present continuous?	<b>Speaking</b> *spot the difference	*the weather and seasons	Relevant chapters and sections from workbooks and

		7A – 7B – 7C	<p>*extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.</p> <p>*follow short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.</p> <p>*identify specific information in simpler written material he/she encounters such as letters or short newspaper articles describing events.</p> <p>*communicate enough to manage simple, routine exchanges without undue effort, deal with practical everyday demands: finding out and passing on straightforward factual information.</p> <p>*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.</p> <p>*use simple techniques to start, maintain, or end a short conversation and face-to-face conversations.</p> <p>*have a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.</p> <p>*produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information, have a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.</p> <p>*have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</p> <p>*use some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.</p>	<p>*object pronouns</p> <p>*verb + -ing</p> <p>*revision: be or do?</p> <p>*past simple of 'be'</p> <p>*past simple regular and irregular verbs</p>	<p>*the weather and seasons, what to do in London</p> <p>*reading habits, retelling a story</p> <p>*favourite times</p> <p>*music questionnaire, giving opinions</p> <p>*selfies and photos</p> <p>*did you? When was the last time?</p> <p>*a memorable night</p> <p><b>Listening</b></p> <p>*the weather and seasons</p> <p>*checking predictions</p> <p>*understanding dates</p> <p>*understanding specific information</p> <p>*understanding the sequence of events</p> <p>*understanding extra information</p>	<p>*words in a story</p> <p>*the date, ordinal numbers</p> <p>*music</p> <p>*word formation: write / writer</p> <p>*past time expressions</p> <p>*go / have / get</p>	LMS are to be assigned as homework.
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		<p>*control a narrow repertoire dealing with concrete everyday needs</p> <p>*adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.</p> <p>*make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.</p> <p>*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.</p> <p>*answer simple questions and respond to simple statements in an interview.</p> <p>*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.</p> <p>*produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information, 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.</p> <p>*identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that are written in high frequency everyday language.</p> <p>*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.</p> <p>*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.</p> <p>*respond to phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated.</p> <p>*follow short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p>		<p><b>Reading</b></p> <p>*finding specific information</p> <p>*understanding a traditional story</p> <p>*understanding feelings and opinions</p> <p>*understanding the order of life events</p> <p>*checking predictions</p> <p>*understanding gist and detail</p> <p><b>Pronunciation</b></p> <p>*places in London</p> <p>*/aɪ/, /ɪ/ and /i:/</p> <p>*/ð/ and /θ/</p> <p>* saying the date</p> <p>*/j/</p> <p>*giving opinions</p> <p>*sentence stress</p> <p>*-ed ending</p>		
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			<p>*interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary, manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p> <p>*ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.</p> <p>*communicate enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.</p> <p>*make simple remarks and pose occasional questions to indicate that he/she is following.</p> <p>*make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help when asking for it.</p> <p>*construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.</p>				
4	21-25 OCTOBER 2024	<b>Unit:</b> 8A – 8B – 8C 9A – 9B – 9C 10A	<p>*communicate enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated, understand phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated.</p> <p>*follow short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p> <p>*communicate enough to manage simple, routine exchanges without undue effort, deal with practical everyday demands: finding out and passing on straightforward factual information.</p> <p>*make him/herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.</p> <p>* 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.</p>	<p>*past simple: regular and irregular</p> <p>*there is / there are</p> <p>*some / any + plural nouns</p> <p>*there was / there were</p> <p>*countable / uncountable nouns</p> <p>*a / an, some /</p>	<b>Speaking</b> <p>*police interview</p> <p>*describing a house</p> <p>*describing a room</p> <p>*food diary of yesterday</p> <p>*how much salt and sugar do you have a day?</p> <p>*asking and answering quiz questions</p>	<p>*irregular verbs</p> <p>*the house</p> <p>*prepositions: place and movement</p> <p>*food and drink</p> <p>*food containers</p> <p>*high numbers</p> <p>*places and buildings</p>	Relevant chapters and sections from workbooks and LMS are to be assigned as homework.

		<p>*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.</p> <p>*recall and rehearse an appropriate set of phrases from his repertoire.</p> <p>*have a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.</p> <p>*use some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.</p> <p>*adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.</p> <p>*make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.</p> <p>*make simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.</p> <p>*have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</p> <p>*control a narrow repertoire dealing with concrete everyday needs.</p> <p>*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.</p> <p>*extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.</p> <p>*interpret and describe simple visuals on familiar topics (e.g. a weather map, a basic flow chart), even though pauses, false starts and reformulation may be very evident in speech.</p>	<p>any</p> <p>*quantifiers</p> <p>*how much, how many, a lot of</p> <p>*comparative adjectives</p> <p>*superlative adjectives</p>	<p>*tourist information</p> <p><b>Listening</b></p> <p>*taking notes and comparing information</p> <p>*using evidence to predict outcome</p> <p>*understanding specific details</p> <p>*hypothesizing about photos to prepare for listening</p> <p>*understanding instructions</p> <p><b>Reading</b></p> <p>*understanding events in a story</p> <p>*identifying paragraph topics</p> <p>*categorising information</p> <p>*identifying section topics</p> <p>identifying paragraph endings</p> <p><b>Pronunciation</b></p> <p>*past simple verbs</p> <p>*/eə/ and /ɪə/</p>		
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			<p>*expand learned phrases through simple re-combinations of their elements.</p> <p>*relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language.</p> <p>*ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.</p>		<p>* silent letters</p> <p>* the letters <i>ea</i></p> <p>* linking</p> <p>* /j/ and /s/</p> <p>* /ə/</p> <p>* sentence stress</p> <p>* consonant groups</p>		
5	28 OCTOBER – 1 NOVEMBER 2024	<p><b>Unit:</b> 10B – 10C 11A – 11B – 11C 12A – 12B</p>	<p>*extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.</p> <p>*communicate enough to manage simple, routine exchanges without undue effort, deal with practical everyday demands: finding out and passing on straightforward factual information.</p> <p>*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.</p> <p>*have a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.</p> <p>*have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</p> <p>*use some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.</p> <p>*control a narrow repertoire dealing with concrete everyday needs.</p> <p>*adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.</p> <p>*expand learned phrases through simple re-combinations of their elements.</p>	<p>*be going to [plans and predictions]</p> <p>*future time expressions</p> <p>*adverbs [manner and modifiers]</p> <p>*verb + to + infinitive</p> <p>*definite article: the, or no the</p> <p>*present perfect</p> <p>*present perfect or past simple?</p>	<p><b>Speaking</b></p> <p>*city holidays</p> <p>*making predictions</p> <p>*Do you think people in your country...?</p> <p>*Talking about dreams and ambitions</p> <p>*phones and the internet</p> <p>*films, TV, and books</p> <p>*recently..., in your life...</p> <p><b>Listening</b></p> <p>*using prior knowledge to predict stages</p> <p>*taking notes</p>	<p>*city holidays</p> <p>*verb phrases</p> <p>*common adverbs</p> <p>*verbs that take the infinitive</p> <p>*phones and the internet</p> <p>*irregular past participles</p> <p>*learning irregular verbs</p>	<p>Relevant chapters and sections from workbooks and LMS are to be assigned as homework.</p> <p>*** 29<sup>th</sup> of October - Republic Day</p>

		<p>*make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.</p> <p>*relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language.</p> <p>*follow short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p> <p>*discuss everyday practical issues in a simple way when addressed clearly, slowly and directly, discuss what to do, where to go and make arrangements to meet.</p> <p>*communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.</p> <p>*make simple remarks and pose occasional questions to indicate that he/she is following.</p> <p>*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.</p> <p>*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.</p> <p>*construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.</p> <p>*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.</p> <p>*recall and rehearse an appropriate set of phrases from his repertoire.</p>		<p>*checking predictions</p> <p>*understanding details</p> <p>*understanding habits and preferences</p> <p>*recognising topic questions</p> <p>*identifying key information</p> <p><b>Reading</b></p> <p>*following the events of a story</p> <p>*understanding opinions</p> <p>*scanning for information</p> <p>*using visual clues to support understanding</p> <p><b>Pronunciation</b></p> <p>*sentence stress</p> <p>* word stress</p> <p>* connected speech</p> <p>* the</p> <p>* irregular past participles</p>		
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6	4-8 NOVEMBER 2024	<b>Unit: 12C</b>  <b>English File- Pre- Intermediate Unit:</b> 1A – 1B – 1C 2A – 2B – 2C	<p>*follow short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p> <p>*have a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.</p> <p>*extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.</p> <p>*interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary, manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p> <p>*communicate enough to manage simple, routine exchanges without undue effort, generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</p> <p>*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.</p> <p>*ask and answer questions about what they do at work and in free time; ask for and provide personal information.</p> <p>*answer simple questions and respond to simple statements in an interview.</p> <p>*produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.</p> <p>*have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</p> <p>*use some simple structures correctly, but still systematically makes basic mistakes – for example, tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.</p> <p>*control a narrow repertoire dealing with concrete everyday needs.</p> <p>*construct phrases on familiar topics with sufficient ease to handle short exchanges, despite</p>	*revision: question formation  *word order in questions  *present simple  *present continuous  *past simple: regular and irregular verbs *past continuous  *time sequencers and connectors	<b>Speaking</b> *question formation  *exchanging information  *describing a person  *describing a Picture  *talking about preferences  *talking about your last holiday  *retelling a story  <b>Listening</b> *understanding biographical information  *understanding personal information  *identifying the person being described  *checking hypothesis *understanding the key events in a story  *listening for gist and detailed information  *listening for specific information	*common verb phrases  *describing people: appearance and personality  *clothes, prepositions of place  *holidays  *prepositions of time and place: at, in, on  *verb phrases	Relevant chapters and sections from workbooks and LMS are to be assigned as homework.
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		<p>very noticeable hesitation and false starts.</p> <p>*list specific information contained in simple texts on everyday subjects of immediate interest or need.</p> <p>*respond to phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</p> <p>*follow short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.</p> <p>* identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.</p> <p>*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.</p> <p>*communicate enough to manage simple, routine exchanges without undue effort, deal with practical everyday demands: finding out and passing on straightforward factual information.</p> <p>*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.</p> <p>*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.</p> <p>*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.</p> <p>*use simple descriptive language to make brief statements about and compare objects and possessions; explain what he/she likes or dislikes about something.</p>		<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>*understanding topics</li> <li>*understanding a description</li> <li>*understanding the key events in a story</li> <li>*checking hypothesis by using visual evidence</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>* the alphabet</li> <li>* final -s and -es</li> <li>* /ə/ and /ɜ:/</li> <li>* regular verbs: -ed endings</li> <li>* weak forms: <i>was, were</i></li> <li>* word stress</li> </ul>		
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		<ul style="list-style-type: none"><li>*have a sufficient vocabulary for the expression of basic communicative needs; have a sufficient vocabulary for coping with simple survival needs.</li><li>*interpret and describe simple visuals on familiar topics (e.g. a weather map, a basic flow chart) , even though pauses, false starts and reformulation may be very evident in speech.</li><li>*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.</li><li>*ask and answer questions about pastimes and past activities.</li><li>*give short, basic descriptions of events and activities.</li><li>*indicate when he/she is following.</li><li>*adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.</li><li>*use simple techniques to start, maintain, or end a short conversation; initiate, maintain and close simple, face-to-face conversation.</li><li>* give short, basic descriptions of events and activities; explain what he/she likes or dislikes about something.</li><li>* tell a story or describe something in a simple list of points.</li><li>*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.</li><li>*use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.</li></ul>				
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7	11-15 NOVEMBER 2024	<b>Unit:</b> 3A – 3B – 3C	<p>*extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.</p> <p>*follow short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.</p> <p>*identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.</p> <p>*interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary, manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p> <p>*communicate in simple and routine tasks requiring a simple and direct exchange of information, exchange limited information on familiar and routine operational matters, ask and answer questions about what they do at work and in free time.</p> <p>*give short, basic descriptions of events and activities, describe plans and arrangements, habits and routines, past activities and personal experiences.</p> <p>*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.</p> <p>*have a sufficient vocabulary for the expression of basic communicative needs; have a sufficient vocabulary for coping with simple survival needs.</p> <p>*use some simple structures correctly, but still systematically makes basic mistakes – for example, tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.</p> <p>*control a narrow repertoire dealing with concrete everyday needs.</p> <p>*adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.</p> <p>*construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.</p>	<p>*be going to [plans and predictions]</p> <p>*present continuous [future arrangements]</p> <p>*defining relative clauses</p>	<p><b>Speaking</b></p> <p>*planning a tour</p> <p>*making arrangements</p> <p>*describing and paraphrasing</p> <p><b>Listening</b></p> <p>*listening for specific information</p> <p>*understanding times, dates and appointments</p> <p>*guessing words from definitions</p> <p><b>Reading</b></p> <p>*understanding text cohesion – connectors</p> <p>*understanding a questionnaire</p> <p>*understanding rules of a game</p> <p><b>Pronunciation</b></p> <p>*the letter <i>g</i></p> <p>*linking</p> <p>*silent <i>e</i></p>	<p>*airports</p> <p>*verbs + prepositions, e.g. <i>arrive in</i></p> <p>*paraphrasing</p>	Relevant chapters and sections from workbooks and LMS are to be assigned as homework.
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			<p>*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.</p> <p>*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.</p> <p>*communicate enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.</p> <p>*communicate in simple and routine tasks requiring a simple and direct exchange of information.</p> <p>*use simple techniques to start, maintain, or end a short conversation; initiate, maintain and close simple, face-to-face conversation.</p> <p>*tell a story or describe something in a simple list of points, explain what he/she likes or dislikes about something.</p> <p>*recall and rehearse an appropriate set of phrases from his repertoire.</p> <p>*use an inadequate word from his repertoire and use gesture to clarify what he/she wants to say.</p>				
8	18-22 NOVEMBER 2024	<b>Unit:</b> 4A – 4B – 4C 5A – 5B	<p>*follow the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</p> <p>*understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</p> <p>*read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p> <p>*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</p>	<p>*present perfect + <i>yet, just, already</i></p> <p>*present perfect or past simple?</p> <p>*something, anything, nothing, etc.</p>	<b>Speaking</b> <p>*talking about housework</p> <p>*talking about shopping</p> <p>*describing your weekend</p> <p>*comparing habits: present and past</p>	<p>*housework, <i>make or do?</i></p> <p>*Shopping</p> <p>*adjectives ending <i>-ed</i> and <i>-ing</i>,</p> <p>*types of numbers</p>	Relevant chapters and sections from workbooks and LMS are to be

		<p>with less routine situations and explain why something is a problem; express thoughts on more abstract, cultural topics such as films, books, music etc.</p> <p>*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 .</p> <p>*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.</p> <p>*give straightforward descriptions on a variety of familiar subjects within his field of interest; describe events, real or imagined.</p> <p>*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.</p> <p>*use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.</p> <p>*have good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</p> <p>*describe in simple sentences the main facts shown in visuals on familiar topics.</p> <p>*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.</p> <p>*read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p> <p>*find out and pass on straightforward factual information; obtain more detailed information.</p>	<p>*comparatives adjectives and adverbs, as...as</p> <p>*superlatives (+ <i>ever</i> + present perfect)</p>	<p>*talking about memorable experiences</p> <p><b>Listening</b></p> <p>*checking hypothesis by using background knowledge</p> <p>*understanding a theory</p> <p>*understanding historical information</p> <p>*identifying key points</p> <p>*understanding ranking</p> <p><b>Reading</b></p> <p>*understanding opinions</p> <p>*checking and correcting information</p> <p>*scanning for data [facts and numbers]</p> <p><b>Pronunciation</b></p> <p>*the letters <i>y</i> and <i>j</i></p> <p>*<i>c</i> and <i>ch</i></p> <p>*<i>/əʊ/</i>, and <i>/ʌ/</i></p>	<p>*describing a town or city</p>	<p>assigned as homework.</p>
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		<p>*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.</p> <p>*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.</p> <p>* 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.</p> <p>*exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.</p> <p>* 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.</p> <p>*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.</p> <p>*express him/herself with relative ease.</p> <p>*keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</p> <p>*collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.</p> <p>*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.</p> <p>*reasonably fluently relate a straightforward narrative or description as a linear sequence.</p>		<p>*/ə/</p> <p>* sentence stress</p>		
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9	25-29 NOVEMBER 2024	<b>Unit:</b> 5C 6A – 6B – 6C 7A – 7B	<p>*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.</p> <p>*read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p> <p>*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.</p> <p>*exploit a basic repertoire of language and strategies to help keep a conversation or discussion going; summarise the point reached in a discussion and so help focus the talk.</p> <p>*reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.</p> <p>*express him/herself with relative ease.</p> <p>*follow the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</p> <p>*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.</p> <p>*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.</p> <p>*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.</p> <p>*show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</p>	*quantifiers, <i>too, (not)</i> <i>enough</i> *will / won’t [ <i>predictions</i> ] *will / won’t / shall [other uses] *review of verb forms: present, past, and future *uses of the infinitive with to	<b>Speaking</b> * <i>talking about your lifestyle</i>  * <i>making predictions</i>  * <i>giving examples and reasons</i>  * <i>talking about the past, present, and future</i>  * <i>retelling an article</i>  * <i>describing feelings</i> <b>Listening</b> * <i>understanding advice</i>  * <i>using existing knowledge to predict content</i>  * <i>understanding specific details</i>  * <i>checking hypotheses, understanding specific information</i>  * <i>understanding a problem</i>  * <i>understanding how something works</i>	*health and the body  * <i>opposite verbs</i>  * <i>verb + back</i>  * <i>modifiers</i>  * <i>verbs + infinitive: try to, forget to, etc.</i>  * <i>verbs + gerund</i>	Relevant chapters and sections from workbooks and LMS are to be assigned as homework.
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		<p>*ask a group member to give the reason(s) for their views.</p> <p>*follow the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</p> <p>*follow the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</p> <p>*use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.</p> <p>*use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.</p> <p>*keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</p> <p>*define the task in basic terms in a discussion and ask others to contribute their expertise and experience.</p> <p>*give straightforward descriptions on a variety of familiar subjects within his field of interest; give detailed accounts of experiences, describing feelings and reactions.</p> <p>* 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.</p> <p>*use 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.</p> <p>*find and understand relevant information in everyday material, such as letters, brochures and short official documents.</p> <p>*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</p>		<p><b>Reading</b></p> <p>*identifying pros and cons</p> <p>*summarizing the main point of a text</p> <p>*understanding the order of events</p> <p>*text coherence / understanding content words</p> <p><b>Pronunciation</b></p> <p>*/ʌ/  *’ll, won’t  *word stress: two-syllable verbs  *the letters <i>ea</i>  *weak form of <i>to</i>, linking  *-ing, the letter <i>o</i></p>		
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			<p>others; compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.</p> <p>*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.</p>				
10	2-6 DECEMBER 2024	<b>Unit:</b> 7C 8A – 8B – 8C 9A	<p>*follow the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</p> <p>*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.</p> <p>*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.</p> <p>* express him/herself with relative ease.</p> <p>*keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</p> <p>*convey the main point(s) contained in clearly structured, short, simple spoken and written texts supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.</p> <p>*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.</p> <p>*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.</p>	<p>*uses of the gerund [verb + -ing], have to, don't have to, must, mustn't</p> <p>*should</p> <p>*if + present, + will + infinitive [first conditional]</p> <p>*possessive pronouns</p> <p>*if + past, + would + infinitive [second conditional]</p>	<p><b>Speaking</b></p> <p>*talking about language learning</p> <p>*discussing habits and preferences</p> <p>*using the right word in conversation</p> <p>*reacting to a story</p> <p>*would you know what to do?</p> <p><b>Listening</b></p> <p>*understanding the events in a story</p> <p>*understanding opinions</p> <p>*understanding an anecdote</p> <p>*using information to interpret a story</p> <p>*understanding facts</p> <p><b>Reading</b></p>	<p>*adjectives + prepositions: afraid of, etc.</p> <p>*get</p> <p>*confusing verbs</p> <p>*adverbs of manner</p> <p>*animals and insects</p>	<p>Relevant chapters and sections from workbooks and LMS are to be assigned as homework.</p>

		<p>* 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.</p> <p>*show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</p> <p>*reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.</p> <p>*collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.</p> <p>*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.</p> <p>*relate the plot of a book or film and describe his/her reactions.</p> <p>*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.</p> <p>* 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.</p> <p>*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.</p>		<p>*using topic sentences</p> <p>*understanding opinions</p> <p>*scanning for specific information</p> <p>*understanding a short story</p> <p>*understanding specific information</p> <p><b>Pronunciation</b></p> <p>*stress on prepositions</p> <p>* /ʊ/ and /u:/</p> <p>* homophones</p> <p>*reading aloud</p> <p>*word stress</p>		
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			<p>*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.</p>				
11	9-13 DECEMBER 2024	<p><b>Unit:</b> 9B – 9C 10A – 10B – 10C</p>	<p>*follow the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</p> <p>*use 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.</p> <p>*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.</p> <p>*reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</p> <p>*keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</p> <p>*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.</p> <p>*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.</p> <p>*express him/herself with relative ease.</p>	<p>*present perfect + for and since</p> <p>*present perfect or past simple</p> <p>*expressing movement</p> <p>*word order of phrasal verbs</p> <p>*the passive</p>	<p><b>Speaking</b></p> <p>*How long...?</p> <p>*talking about life events</p> <p>*responding to opinions</p> <p>*retelling a person's day</p> <p>*passives quiz</p> <p><b>Listening</b></p> <p>*taking notes</p> <p>*understanding biographical information</p> <p>*understanding reasons</p> <p>*understanding historical information</p> <p><b>Reading</b></p> <p>*recognizing topic links</p>	<p>*words related to fear, phrases with for and since</p> <p>*biographies</p> <p>*sports, expressing movement</p> <p>*phrasal verbs</p> <p>*people from different countries</p>	<p>Relevant chapters and sections from workbooks and LMS are to be assigned as homework.</p>

			<p>* 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.</p> <p>*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.</p> <p>*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.</p> <p>*ask a group member to give the reason(s) for their views.</p> <p>*follow the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</p> <p>*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).</p> <p>*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.</p>		<p>*using textual clues to match information with a person</p> <p>*understanding opinions</p> <p>*extracting main points from a text</p> <p><b>Pronunciation</b></p> <p>*phrases with <i>for</i> and <i>since</i></p> <p>*sentence stress</p> <p>* word stress</p> <p>*linking</p> <p>*/j/, /tʃ/, and /dʒ/</p>		
12	16-20 DECEMBER 2024	<p><b>Unit:</b> 11A – 11B – 11C 12A – 12C</p>	<p>*follow the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</p> <p>*read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</p>	<p>*used to</p> <p>*might</p> <p>*so, neither + auxiliaries</p> <p>*past perfect</p>	<p><b>Speaking</b></p> <p>*talking about school days</p> <p>*choices and decisions</p>	<p>*school subjects</p> <p>*word building: noun formation</p> <p>*similarities and differences</p>	<p>Relevant chapters and sections from workbooks and LMS are to be assigned as homework.</p>

		<p>*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.</p> <p>*give detailed accounts of experiences, describing feelings and reactions.</p> <p>*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.</p> <p>*ask someone to clarify or elaborate what he/she has just said.</p> <p>*use 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.</p> <p>*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.</p> <p>*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.</p> <p>*reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.</p> <p>*show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</p> <p>*exploit a wide range of simple language flexibly to express much of what he/she wants.</p> <p>*link a series of shorter, discrete simple elements into a connected, linear sequence of points.</p> <p>*keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</p>	<p>*questions without auxiliaries</p>	<p>*finding similarities and differences</p> <p>*retelling a news story</p> <p>*general knowledge quiz</p> <p><b>Listening</b></p> <p>*understanding attitude</p> <p>*identifying the main points in a talk</p> <p>*understanding similarities and differences</p> <p>*understanding quiz questions</p> <p><b>Reading</b></p> <p>*finding key information in a text</p> <p>*understanding similarities and differences</p> <p>*understanding the order of events</p> <p><b>Pronunciation</b></p> <p>*used to / didn't use to</p>	<p>*time expressions</p> <p>*revision of question words</p>	
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		<p>*allocate the turn in a discussion, inviting a participant to say something.</p> <p>*collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.</p> <p>*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.</p> <p>*use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.</p> <p>*exploit a basic repertoire of language and strategies to help keep a conversation or discussion going; summarise the point reached in a discussion and so help focus the talk.</p> <p>*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.</p> <p>*express him/herself with relative ease.</p> <p>*define the task in basic terms in a discussion and ask others to contribute their expertise and experience.</p> <p>*give straightforward descriptions on a variety of familiar subjects within his field of interest; give detailed accounts of experiences, describing feelings and reactions.</p> <p>*reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</p> <p>*follow the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</p> <p>*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.</p>		<p>*diphthongs</p> <p>*/ð/ and /θ/</p> <p>*the letter /</p> <p>*question words</p>		
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			<p>*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; express belief, opinion, agreement and disagreement politely.</p> <p>*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.</p> <p>* exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence.</p> <p>*define the features of something concrete for which he/she can't remember the word; convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).</p> <p>*collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.</p>				
13	23-27 DECEMBER 2024	<b>English File Intermediate Unit: 1A – 2B</b>	<p>*distinguish the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</p> <p>*follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent.</p> <p>*generally follow the main points of extended discussion around him / her, provided speech is clearly articulated in standard dialect.</p> <p>*follow the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</p> <p>*follow the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</p> <p>*follow the main points and important details in stories and other narratives, provided the speaker speaks slowly and clearly.</p>	<p>*present simple and continuous, action and non-action verbs</p> <p>*present perfect + for / since, present perfect continuous</p>	<p><b>Speaking</b></p> <p>*talking about preferences, agreeing and disagreeing</p> <p>*How long...?</p> <p>* talking about extremes</p> <p><b>Listening</b></p> <p>*understanding key words in questions</p> <p>*predicting content using visual clues</p>	<p>*food and cooking</p> <p>*strong adjectives: <i>exhausted, amazed</i>, etc.</p>	Relevant chapters and sections from workbooks and LMS are to be assigned as homework.

		<p>*read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension.</p> <p>*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.</p> <p>*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.</p> <p>*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.</p> <p>*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.</p> <p>*maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to.</p> <p>*express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p> <p>* generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>*give or seek personal views and opinions in discussing topics of interest.</p> <p>*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.</p> <p>*express belief, opinion, agreement and disagreement politely.</p> <p>* give straightforward descriptions on a variety of familiar subjects within his / her field of interest.</p>		<p>*checking hypotheses</p> <p>*listening for specific information</p> <p><b>Reading</b></p> <p>*using your own experience to understand a text</p> <p>*understanding the order of events</p> <p><b>Pronunciation</b></p> <p>* long and short vowel sounds</p> <p>* sentence rhythm</p>		
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		<ul style="list-style-type: none"><li>*reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</li><li>*give detailed accounts of experiences, describing feelings and reactions.</li><li>*relate details of unpredictable occurrences, e.g. an accident.</li><li>*relate the plot of a book or film and describe his/her reactions.</li><li>*describe dreams, hopes, and ambitions, events, real or imagined; narrate a story.</li><li>*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.</li><li>*follow reasonably accurately a repertoire of frequently-used 'routines' and patterns associated with more predictable situations.</li><li>*show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</li><li>*show a wide range of simple vocabulary appropriately when talking about familiar topics.</li><li>*express him/herself with relative ease.</li><li>*ask a group member to give the reason(s) for their views.</li><li>*intervene appropriately in discussion, exploiting appropriate language to do so.</li><li>*initiate, maintain and end discourse appropriately with effective turn-taking.</li><li>*initiate discourse, take his turn when appropriate and end conversation when he / she needs to, though he / she may not always do this elegantly.</li><li>*use stock phrases to gain time and keep the turn whilst formulating what to say.</li><li>*exploit a wide range of simple language flexibly to express much of what he/she wants.</li></ul>				
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			<p>*show awareness of the conventional structure of the text type concerned, when communicating his/her ideas.</p> <p>*reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</p> <p>*keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</p> <p>*collaborate in simple, shared tasks and work towards a common goal by asking and answering straightforward questions.</p> <p>* have a 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.</p> <p>*communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.</p>				
14	30 DECEMBER 2024 – 3 JANUARY 2025	<b>Catch Up Week</b>	<b>Catch Up Week</b>				<b>Catch Up Week</b>