

KARADENİZ TECHNICAL UNIVERSITY  
SCHOOL OF FOREIGN LANGUAGES  
2024-2025 ACADEMIC YEAR – FOURTH PERIOD  
MODULE 2 SYLLABUS (A2-B1)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
Week 1 21 – 25 APRIL 2025	<b>FILE 1 1A Are you? Can you? Do you? Did you?</b>	-word order in questions (1A)	-common verb phrases (1A)	- the alphabet (1A)	-exchanging information (1A)	-understanding personal information (1A)	
	<b>FILE 1 1B The perfect date?</b>	- present simple (1B)	-describing people: appearance and personality ( 1B)	- final –s and -es (1B)	-describing a person (1B)	- Identifying the person being describe (1B)	- understanding description (1B)
	<b>FILE 1 1C The Remake Project</b>	- present continuous (1C)	-clothes, prepositions of place (1C)	- /ə/ and /ɜ:/ (1C)	-describing a picture, talking about preferences (1C)	- checking hypothesis (1C)	
	<b>FILE 2 2A OMG! Where's my passport?</b>	- past simple, regular and irregular verbs (2A)	- holidays (2A)	- regular verbs: -ed endings (2A)	- talking about your last holiday (2A)	-understanding the key events in a story (2A)	-understanding the key events in a story (2A)

	<b>FILE 2 2B That's me in the picture!</b>	- past continuous (2B)	- prepositions of time and place: at, in, on (2B)	- weak forms: was, were (2B)	- talking about preferences (2B)	-listening for gist and detailed information (2B)	- checking hypotheses (using visual evidence) (2B)
<b>Week 1</b>  21 – 25 APRIL 2025	<b>Practical English episode 1:</b>	Hotel Problems (pg.12-13) - calling reception			<b>EXTENSION ACTIVITY</b>	<b>ASSIGNMENTS</b>	
	<b>Revise and Check</b>	<b>TASKS AND NOTES</b>			<b>English File Pre- intermediate Online Practice</b> -File 1A/ 1B/ 1C/ File 2A /2B Practical English Episode 1 Check your progress File 1 <b>Teacher's Resource Centre</b> File 1 Quick Test File 1 Test <b>- Oxford Reader's Bookshelf- reader(s)</b>	<b>Workbook</b> - File 1A / 1B / 1C / File 2A /2B Practical English Episode 1 Can you remember ...? 1 <b>Photocopiables</b> -1A Grammar: word order in questions p.172 -1B Grammar: present simple p.173 -1C Grammar: present simple or present continuous? p.174 -2A Grammar: past simple: regular or irregular verbs p.175 - 2B Grammar: past continuous p. 176	
	<b>LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL A2)</b>						
<p><b>By the end of the week(s), learners will be able to...</b></p> <ul style="list-style-type: none"> <li>• understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (1A) (1B) (1C) (2A) (2B)</li> <li>• 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. (1A) (1B) (1C) (P.E.-1)</li> <li>• 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. (1A)</li> <li>• understand 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. (1A) (1B) (2B)</li> <li>• ask and answer questions about what they do at work and in free time; ask for and provide personal information. (1A)</li> <li>• answer simple questions and respond to simple statements in an interview. (1A)</li> </ul>							

- produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.(1A)(2B)
- have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (1A)
- 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.(1A) (1B) (1C) (2A) (2B)
- control a narrow repertoire dealing with concrete everyday needs.(1A) (1B) (1C) (2A) (2B)
- have pronunciation which is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (1A) (1B) (1C) (2A)
- construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.(1A) (1B) (1C)
- list specific information contained in simple texts on everyday subjects of immediate interest or need.(1A)
- understand 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. (1B) (1C) (P.E.-1)
- understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (1B) (2B)
- identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (1B)(2B)
- 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. (1B)
- write short, simple formulaic notes relating to matters in areas of immediate need. (1B)
- 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. (1B) (1C) (2B)
- write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. (1B) (2B)
- write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job; write short, simple imaginary biographies and simple poems about people. (1B)
- 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. (1B)
- perform and respond to basic language functions, such as information exchange and requests, and express opinions and attitudes in a simple way; can socialise simply but effectively using the simplest common expressions and following basic routines. (1B) (2A) (2B)
- 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. (1B)
- report in simple sentences the information contained in clearly structured, short, simple texts that have illustrations or tables. (1B)

- use simple descriptive language to make brief statements about and compare objects and possessions; explain what he/she likes or dislikes about something. (1C) (2B)
- have a sufficient vocabulary for the expression of basic communicative needs; have a sufficient vocabulary for coping with simple survival needs. (1C) (2A)
- 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. (1C)
- 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. (1C) (P.E.-1) (2A)
- handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble; use simple everyday polite forms of greeting and address. (P.E.-1)
- deal with common aspects of everyday living such as travel, lodgings, eating, and shopping. (P.E.-1)
- handle very short social exchanges, using everyday polite forms of greeting and address; make and respond to invitations, invitations, apologies etc. (P.E.-1)
- understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (2A)
- ask and answer questions about pastimes and past activities. (2A) (2B)
- give short, basic descriptions of events and activities. (2A) (2B)
- indicate when he/she is following. (2A)
- adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (2A)
- use simple techniques to start, maintain, or end a short conversation; initiate, maintain and close simple, face-to-face conversation. (2A)
- recall and rehearse an appropriate set of phrases from his/her repertoire. (2B)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
<b>Week 2</b> 28 APRIL – 2 MAY 2025	<b>FILE 2</b> <b>2C</b> <b>One dark</b> <b>October</b> <b>evening</b>	- time sequencers and connectors (2C)	-verb phrases (2C)	- word stress (2C)	- retelling a story (2C)	- listening for specific information (2C)	
	<b>FILE 3</b> <b>3A</b> <b>TripAside</b>	- be going to (plans and predictions) (3A)	-airports (3A)	- letter <i>g</i> (3A)	- planning a tour (3A)	- listening for specific information (3A)	- understanding text cohesion- connectors (3A)

	<b>FILE 3 3B Put in your calendar!</b>	- present continuous (future arrangements (3B))	-verbs + prepositions, e.g. <i>arrive in</i> (3B)	- linking (3B)	- making arrangements (3B)	- understanding times, dates and appointments (3B)	- understanding questionnaire (3B)
	<b>FILE 3 3C Word games</b>	- defining relative clauses (3C)	- paraphrasing (3C)	-silent e(3C)	- describing and paraphrasing (3C)	- guessing words from the definitions (3C)	- understanding rules of a game (3C)
<b>Week 2</b> 28 APRIL – 2 MAY 2025	<b>Practical English Episode 2 :</b>	Restaurant Problems (pg.28-29) - at the restaurants - restaurants (voc)			<b>EXTENSION ACTIVITY</b>	<b>ASSIGNMENTS</b>	
	<b>Revise and Check 1&amp;2</b>	pg.20-21			<b>English File Pre-intermediate</b>	<b>Workbook</b> File 2C / 3A / 3B/3C Practical English episode 2 Can you remember ... ? 1-3	
	<b>TASKS AND NOTES</b>				<b>Online Practice</b> File 2C/ File 3A/ 3B/3C/ Practical English Episode 2 Check your progress File 2 Check your progress File 3	<b>Photocopiables</b> - 2C Grammar: time sequencers and connectors p.177 - 3A Grammar: be going to (plans and predictions) p.178 - 3B Grammar: present continuous (future arrangements p.179 -3C Grammar: defining relative clauses p.180	
<b>Week 2</b> 28 APRIL – 2 MAY 2025	<b>LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL A2)</b>						
	<b>By the end of the week(s), learners will be able to...</b>						
	<ul style="list-style-type: none"> <li>understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.(2C) (3A) (3B) (3C)</li> <li>understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.(2C) (3A) (3B)</li> </ul>						

- identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.(2C) (3A)
- tell a story or describe something in a simple list of points; explain what he/she likes or dislikes about something. (2C) (3C)
- write a series of simple phrases and sentences linked with simple connectors like *and*, *but* and *because*.(2C)
- write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences; write very short, basic descriptions of events, past activities and personal experiences.(2C)
- 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. (2C)
- have a sufficient vocabulary for the expression of basic communicative needs; have a sufficient vocabulary for coping with simple survival needs. (2C) (3A) (3C)
- 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.(2C) (3A) (3B) (3C)
- have pronunciation which is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.(2C) (3B) (3C)
- 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. (2C)
- 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. (2C)
- 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. (3A) (3B) (P.E.-2)
- 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. (3A) (3B)
- give short, basic descriptions of events and activities; describe plans and arrangements, habits and routines, past activities and personal experiences. (3A)
- 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 (3A) (3C)
- pick out and reproduce key words and phrases or short sentences from a short text within the learner’s limited competence and experience. (3A)
- control a narrow repertoire dealing with concrete everyday needs. (3A) (3B) (3C) (P.E.-2)
- copy short sentences on everyday subjects – e.g. directions how to get somewhere; write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (3A)(3B)
- adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (3A) (3B)

- construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. (3A) (3B)
- 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. (3A) (3C)
- understand short simple personal letters. (3B)
- 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. (3B)
- understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. (3B)
- write very simple personal letters expressing thanks and apology. (3B)
- write short, simple notes and messages relating to matters in areas of immediate need. (3B)
- use simple techniques to start, maintain, or end a short conversation; initiate, maintain and close simple, face-to-face conversation. (3B)
- have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (3B)
- handle very short social exchanges, using everyday polite forms of greeting and address; make and respond to invitations, invitations, apologies, etc. (3B) (P.E.-2)
- 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. (3B)
- recall and rehearse an appropriate set of phrases from his/her repertoire. (3C)
- use an inadequate word from his repertoire and use gesture to clarify what he/she wants to say (3C)
- understand 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.E.-2)
- handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble; use simple everyday polite forms of greeting and address. ( P.E.-2)
- deal with common aspects of everyday living such as travel, lodgings, eating and shopping. (P.E.-2)
- make suggestions in a simple way in order to move the discussion forward. (P.E.-2)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING	
<b>Week 3</b>  5 – 9 MAY 2025	<b>FILE 4</b> <b>4A</b> <b>Who does what?</b>	-present perfect + yet, just, already (4A)	- housework, make or do? (4A)	- the letter <i>y</i> and <i>j</i> (4A)	-talking about housework (4A)	-checking hypotheses using background information (4A)	- understanding opinions (4A)	
	<b>FILE 4</b> <b>4B</b> <b>In your basket</b>	- present perfect or past simple (4B)	-shopping (4B)	- <i>c</i> and <i>ch</i> (4B)	-talking about shopping experiences (4B)	- understanding a theory (4B)		
	<b>FILE 4</b> <b>4C</b> <b>#greatweekend</b>	- something, anything, nothing etc.(4C)	-adjectives ending –ed and –ing (4C)	- /ə/, /æ/, and /ʌ/ (4C)	-describing your weekend (4C)	- understanding historical information (4C)	- checking and correcting information (4C)	
	<b>FILE 5</b> <b>5A</b> <b>I want it NOW!</b>	- comparatives adjectives and adverbs, as...as (5A)	- types of numbers. (5A)	- /ə/ (5A)	- comparing habits: present and past (5A)	-identifying key points (5A)	- scanning for data (facts and numbers) (5A)	
	<b>FILE 5</b> <b>5B</b> <b>Twelve Lost wallets</b>	- superlatives ( + ever + present perfect) (5B)	- describing a town or city (5B)	- sentence stress (5B)	- talking about memorable experiences (5B)	- understanding ranking (5B)		
<b>Week 3</b>  5 – 9 MAY 2025	<b>Practical English:</b>				<b>EXTENSION ACTIVITY</b>		<b>ASSIGNMENTS</b>	
	<b>Revise and Check 3&amp;4</b>		<i>pg.36-37</i>		<b>English File Elementary Online Practice</b> File 4A/ 4B/ 4C/ File 5A /5B Check your progress File 4 <b>Teacher’s Resource Centre</b> File 4 Quick Test File 4 Test		<b>Workbook</b> -File 4A / 4B / 4C / File 5A /5B Can you remember...? 1-4 <b>Photocopiables</b> -4A Grammar: present perfect + yet, just, already p.181 -4B Grammar: present perfect or past simple p.182	
		<b>TASKS AND NOTES</b>						
		<ul style="list-style-type: none"> <li>Writing Portfolio Task 1 (WEEK 3)</li> </ul>						
		<b>SELF ACCESS:</b>						
		<ul style="list-style-type: none"> <li>Providing students with feedback for their speaking performances for the in-class activities with the formative assessment tool for speaking.</li> </ul>						



		Oxford Reader's Bookshelf- reader(s)	-4C Grammar: something, anything, nothing, etc. p.183 -5A Grammar: comparative adjectives and adverbs, as ...as p.184- 5B Grammar: superlatives (+ ever+ present perfect)p.185
<p style="text-align: center;"><b>LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL B1)</b></p> <p><b>By the end of the week(s), learners will be able to...</b></p> <ul style="list-style-type: none"> <li>● understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. (4A) (4C) (5B)</li> <li>● understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (4A) (5B)</li> <li>● read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.(4A) (4B) (5A) (5B)</li> <li>● 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. (4A) (4C)</li> <li>● 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). (4A)</li> <li>● enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/ her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. (4A)</li> <li>● give straightforward descriptions on a variety of familiar subjects within his field of interest; describe events, real or imagined. (4A) (4C)</li> <li>● write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. (4A) (5B)</li> <li>● 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. (4A) (4B) (5A)</li> <li>● 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. (4A) (4B)</li> <li>● use reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (4A) (4B) (4C) (5A) (5B)</li> <li>● show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (4A)(4C) (5B)</li> <li>● have pronunciation which is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.(4A) (4B)(4C) (5A) (5B)</li> <li>● describe in simple sentences the main facts shown in visuals on familiar topics (e.g. a weather map, a basic flow chart). (4A)</li> </ul>			

- understand 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. (4B) (5B)
- find out and pass on straightforward factual information; obtain more detailed information. (4B)
- 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.(4B)(4C) (5A) (5B)
- 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. (4B)
- 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. (4C) (5A) (5B)
- take some initiatives in an interview/consultation (e.g. to bring up a new subject) 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. (4C) (5A) (5B)
- exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. (4C) (5C)
- summarise the point reached in a discussion and so help focus the talk. (5C)
- 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. (4C) (5B)
- 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. (4C) (5A) (5B)
- express him/herself with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, he/she is able to keep going effectively without help. (4C) (5B)
- keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. (4C) (5A)
- collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. (4C)
- understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (5A)
- 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 (5A)
- define the task in basic terms in a discussion and ask others to contribute their expertise and experience. (5A) (5B)
- 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. (5B)
- 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.(5B)
- ask someone to clarify or elaborate what he or she has just said. (5B)
- reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (5B)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
Week 4 12-16 MAY 2025	<b>FILE 5 5C How much is enough?</b>	- quantifiers, too, (not) enough (5C)	-health and the body (5C)	- /ʌ/ (5C)	- talking about lifestyle (5C)	- understanding advice (5C)	- identifying pros and cons (5C)
	<b>FILE 6 6A Think positive –or negative?</b>	- will /won't (predictions) (6A)	-opposite verbs (6A)	- 'll, won't (6A)	- making predictions (6A)	- using existing knowledge to predict content (6A)	- summarizing the main point of a text (6A)
	<b>FILE 6 6B I'll always love you</b>	- will / won't / shall (other uses) (6B)	-verb + back (6B)	- word stress: two-syllable verbs (6B)	- giving examples and reasons(6B)	- understanding specific details (6B)	- understanding the order of events (6B)
	<b>FILE 6 6C The meaning of dreaming</b>	- review of verb forms: present, past, and future (6C)	- modifiers (6C)	- the letter <i>ea</i> (6C)	- talking about past, present, and future (6C)	- checking hypotheses, understanding specific information (6C)	
Week 4 12-16 MAY 2025	<b>Practical English Episode 3 :</b>	The wrong shoes ( <i>pg.44-45</i> ) - taking something back to a shop - shopping (voc)		<b>EXTENSION ACTIVITY</b>		<b>ASSIGNMENTS</b>	
	<b>Revise and Check 5&amp;6</b>	<i>pg.52-53</i>		<b>English File Pre-intermediate</b>		<b>Workbook</b> File 5C / File 6A / 6B /6C Practical English episode 3 Can you remember ... ? 1-5	
	<b>SELF ACCESS:</b>	<b>TASKS AND NOTES</b>		<b>Online Practice</b> File 5C/ File 6A/ 6B/ 6C Practical English Episode 3 Check your progress File 5 Check your progress File 6		<b>Photocopiables</b> - 5C Grammar: quantifiers, too, (not) enough p.186 - 6A Grammar: will / won't (predictions). p.187	
		<ul style="list-style-type: none"> <li>Providing students with the necessary information about the upcoming midterm exam by presenting them a sample one.</li> <li>Providing students feedback for the Writing Task I.</li> </ul>		<b>Teacher's Resource Centre</b> Practical English Episode 3 File 5 Quick Test			

<p>File 6 Quick Test File 5 Test File 6 Test Progress Test Files 1-6 <b>Oxford Reader's Bookshelf- reader(s)</b></p>	<p>- 6B Grammar: will/ won't/ shall (other uses) p.188 - 6C Grammar: review of verb forms: present, past, and future p.185</p>
<p style="text-align: center;"><b>LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL B1)</b></p> <p><b>By the end of the week(s), learners will be able to...</b></p> <ul style="list-style-type: none"><li>• understand 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. (5C) (P.E.-3) (6A)</li><li>• read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. (5C) (6A)</li><li>• communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc. (5C) (P.E.-3)</li><li>• 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). (5C) (6C)</li><li>• 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. (5C)</li><li>• 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. (5C)</li><li>• 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. (5C) (6A) (6B) (6C)</li><li>• 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. (5C) (6A) (6B) (6C)</li><li>• use reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.(5C) (6A) (6B) (6C)</li><li>• show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (5C) (P.E.-3) (6A) (6B)(6C)</li><li>• have pronunciation which is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (5C) (6A) (6B) (6C)</li><li>• 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. (5C)</li></ul>	

- express him/herself with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, he/she is able to keep going effectively without help. (5C) (6A) (6B) (6C)
- keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. (5C) (6B) (6C)
- collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. (5C) (6C)
- 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.E.-3)
- cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase; make a complaint. (P.E.-3)
- perform and respond to a wide range of language functions, using their most common exponents in a neutral register; be aware of the salient politeness conventions and acts appropriately. (P.E.-3)
- organise the work in a straightforward collaborative task by stating the aim and explaining in a simple manner the main issue that needs to be resolved. (P.E.-3)
- understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (6A) (6C)
- 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. (6A) (6B)
- 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. (6A) (6B) (6C)
- link a series of shorter, discrete simple elements into a connected, linear sequence of points. (6A)
- ask a group member to give the reason(s) for their views (6A)
- understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.(6B) (6C)
- understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.(6B)
- use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. (6B)
- ask someone to clarify or elaborate what he or she has just said. (6B)
- define the task in basic terms in a discussion and ask others to contribute their expertise and experience. (6B)
- give straightforward descriptions on a variety of familiar subjects within his field of interest; give detailed accounts of experiences, describing feelings and reactions. (6C)
- 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. (6C)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
Week 5 20-23 MAY 2025	<b>FILE 7 7A First day nerves</b>	-uses of the infinitive with to (7A)	-verb + infinitive: try to, forget to, etc. (8A)	- weak form of to, linking (7A)	- retelling an article (7A)	- understanding a problem (7A)	-text coherence/ understanding content words (7A)
	<b>FILE 7 7B Happiness is</b>	- uses of gerund (verb + -ing) (7B)	-verbs + gerund (8B)	- -ing, the letter o (7B)	- describing feelings (7B)	- understanding how something works (7B)	
	<b>FILE 7 7C Could you pass the test?</b>	- have to, don't have to, must, mustn't (7C)	- adjectives + prepositions: <i>afraid of</i> , etc. (7C)	- stress on prepositions (7C)	- talking about language learning (7C)	- understanding the events in a story (7C)	- using topic sentences (7C)
	<b>FILE 8 8A Should I stay or should I go?</b>	- should(8A)	- get (8A)	- /ʊ/ and /u:/ (8A)	- discussing habits and preferences (8A)	- understanding opinions (8A)	- understanding opinions (8A)
	<b>FILE 8 8B Murphy's Law</b>	- if + present, + will + infinitive (first conditional) (8B)	- confusing verbs (8B)	- homophones (8B)	- using the right word in conversation (8B)	- understanding an anecdote (8B)	- scanning for specific information (8B)
Week 5 20-23 MAY 2025	<b>Practical English: Episode 4</b>	At the pharmacy ( pg. 60-61) - going to a pharmacy - feeling ill (voc)			<b>EXTENSION ACTIVITY</b>	<b>ASSIGNMENTS</b>	
	<b>Revise and Check TASKS AND NOTES</b> • MIDTERM EXAM				<b>English File Pre-intermediate Online Practice</b> File 7A/ 7B/ 7C/ File 8A /8B Practical English Episode 4	<b>Workbook</b> File 7A / 7B / 7C /8A /8B Practical English Episode 4 Can you remember ... ? 1-7 <b>Photocopiables</b>	



	<p><b>SELF ACCESS:</b></p> <ul style="list-style-type: none"> <li>• Providing students with feedback related to their performance on online activities.</li> <li>• Providing students with feedback related to the online readers.</li> </ul>	<p>Check your progress File 7 <b>Teacher's Resource Centre</b> File 7 Quick Test File 7 Test <b>- Oxford Reader's Bookshelf-reader(s)</b></p>	<ul style="list-style-type: none"> <li>- 7A Grammar: uses of the infinitive with to p.190</li> <li>- 7B Grammar: infinitive with to or verb + -ing p.191</li> <li>- 7C Grammar: have to, don't have to, must, mustn't p.192</li> <li>- 8A Grammar: should / shouldn't p.193</li> <li>- 8B Grammar: if + present, will/ won't + infinite (first conditional) p.190</li> </ul>
<p align="center"><b>LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL B1)</b></p> <p><b>By the end of the week(s), learners will be able to...</b></p> <ul style="list-style-type: none"> <li>• understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. (7A)</li> <li>• understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (7A) (7B) (7C) (8A) (8B)</li> <li>• read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. (7A) (7B) (7C) (8A) (8B)</li> <li>• find and understand relevant information in everyday material, such as letters, brochures and short official documents. (7A)</li> <li>• 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). (7A) (7B) (8B)</li> <li>• 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. (7A) (7B)</li> <li>• give straightforward descriptions on a variety of familiar subjects within his field of interest; give detailed accounts of experiences, describing feelings and reactions; relate the plot of a book or film and describe his/her reactions; describe events, real or imagined. (7A) (7C) (8B)</li> <li>• write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. (7A) (7B)</li> <li>• 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. (7A) (7C)</li> <li>• 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. (7A) (7B) (7C)(8A)</li> </ul>			

- 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. (7A) (7B) (7C) (8A) (8B)
- 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. (7A) (7C) (8B)
- have pronunciation which is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (7A) (7B) (7C) (8A) (8B)
- produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time. (7A) (7B) (7C) (8A)
- exploit a wide range of simple language flexibly to express much of what he/she wants. (7A) (7C)
- link a series of shorter, discrete simple elements into a connected, linear sequence of points. (7A) (7B) (8A)
- keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. (7A) (7C) (8A)
- 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. (7A)
- understand 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. (7B) (P.E.-4)
- 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. (7B) (7C)
- 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. (7B) (P.E.-4) (8A)
- 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. (7B) (P.E.-4) (8A)
- express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (8A)
- 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. (7B)
- ask someone to clarify or elaborate what he or she has just said. (7B)
- use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. (7B) (8A)
- express him/herself with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, he/she is able to keep going effectively without help.(7B) (7C) (8A) (8B)
- collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. (7B) (8B)
- 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. (7C)





- show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (7C) (P.E.-4) (8A) (8B)
- 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. (7C)
- perform and respond to a wide range of language functions, using their most common exponents in a neutral register; be aware of the salient politeness conventions and acts appropriately. (P.E.-4)
- organise the work in a straightforward collaborative task by stating the aim and explaining in a simple manner the main issue that needs to be resolved. (P.E.-4)
- 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. (8A)
- 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. (8A) (8B)
- define the task in basic terms in a discussion and ask others to contribute their expertise and experience. (8A)
- use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. (8B)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
<b>Week 6</b> 26 – 30 MAY 2025	<b>FILE 8</b> <b>8C</b> <b>Who is Vivienne?</b>	- possessive pronouns (8C)	- adverbs of manner (8C)	- reading aloud (8C)	- reacting to a story (8C)	- using information to interpret a story (8C)	- understanding a short story (8C)
	<b>FILE 9</b> <b>9A</b> <b>Beware of the dog</b>	- if + past, would + infinitive (second conditional) (9A)	- animals and insects (9A)	- word stress (9A)	- Would you know what to do? (9A)	- understanding facts (9A)	- understanding specific information (9A)
	<b>FILE 9</b> <b>9B</b> <b>Fearof.net</b>	- present perfect + for and since (9B)	- words related to fear, phrases with for and since (9B)	- sentence stress (9B)	- How long ... ? (9B)	- taking notes (9B)	- recognizing topic links (9B)
	<b>FILE 9</b> <b>9C</b>	- present perfect or past simple? (9C)	- biographies (9C)	- word stress, /ɔ:/, (9C)	- talking about life events (9C)	- understanding biographical information (9C)	- using textual clues to match information with a person



	Scream queens						
<b>Week 6</b>  26 – 30 MAY 2025	<b>Practical English: Episode 5</b>	Getting around (pg.76-77) - asking how to get there - directions (voc.)		<b>EXTENSION ACTIVITY</b>		<b>ASSIGNMENTS</b>	
	<b>Revise and Check 7&amp;8</b>	pg.68-69		<b>English File Pre -intermediate</b>		<b>Workbook</b>	
	<b>TASKS AND NOTES</b> <ul style="list-style-type: none"> <li>Writing Portfolio Task 2</li> </ul> <b>SELF ACCESS:</b> <ul style="list-style-type: none"> <li>Providing students with feedback for their speaking performances for the in-class activities with the formative assessment tool for speaking.</li> <li>Providing students with necessary guidance and assistance related to how to do a 'speaking presentation' and helping them overcome social anxiety of speaking in front of the classroom.</li> </ul>		<b>Online Practice</b> File 8C/ File 9A/ 9B/ 9C Practical English Episode 5 Check your progress File 8 Check your progress File 6 <b>Teacher's Resource Centre</b> File 8 Quick Test File 9 Quick Test File 8 Test File 9 Tst - <b>Oxford Reader's Bookshelf-reader(s)</b>		<b>Photocopiables</b> - 8C Grammar: possessive proouns p. 195 - 9A Grammar: if + past, would/ wouldn't + infinitive (second conditional) p.196 - 9B Grammar: present perfect + for and since p.197 - 9C Grammar: present perfect or past simple p.198		
<b>LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL B1)</b> <b>By the end of the week(s), learners will be able to...</b> <ul style="list-style-type: none"> <li>understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (8C) (9A) (9B) (9C)</li> <li>read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.(8C) (9A) (9B) (9C)</li> <li>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. (8C)</li> <li>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. (8C) (9A) (9C) (P.E.-5)</li> <li>relate the plot of a book or film and describe his/her reactions. (8C)</li> <li>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. (8C) (9A) (9B) (9C)</li> </ul>							

- 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. (8C) (9A) (9B)
- 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. (8C) (9A) (9C)
- show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (8C) (9A) (9B) (9C) (P.E.-5)
- have pronunciation which is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (8C) (9A) (9B) (9C)
- produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time. (8C) (9C)
- 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. (8C) (9C)
- keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. (8C) (9A) (9B) (9C)
- 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. (8C)
- 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). (9A)
- 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. (9A)
- 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. (9A)
- 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. (9A)
- use reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (9A) (9B) (9C)
- reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (9A) (9B) (9C)
- relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails) (9A)
- collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. (9A) (9C) (P.E.-5)
- give detailed accounts of experiences, describing feelings and reactions. (9B)
- 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; 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. (9C)

- use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. (9C)
- write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence (9C)
- write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. (9C)
- initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. (9C)
- 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. (9C)
- 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. (9C)
- express him/herself with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, he/she is able to keep going effectively without help. (9C)
- 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. (9C)
- understand 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.E.-5)
- 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.E.-5)
- deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g., asking passenger where to get off for unfamiliar destination. (P.E.-5)
- ask for and follow detailed directions. (P.E.-5)
- perform and respond to a wide range of language functions, using their most common exponents in a neutral register. Is aware of the salient politeness conventions and acts appropriately. (P.E.-5)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
<b>Week 7</b> 2 – 6 JUNE 2025	<b>FILE 10</b> <b>10A</b> <b>Into the net</b>	-expressing movement (10A)	-sports, expressing movement (10A)	- word stress (10A)	-responding to opinions (10A)		-understanding opinions (10A)
	<b>FILE 10</b> <b>10B</b> <b>Early birds</b>	- word order of phrasal verbs (10B)	-phrasal verbs (10B)	- linking (10B)	- retelling a person’s day (10B)	- understanding reasons (10B)	- extracting main points from a text (7B)

	<b>FILE 10 10C International inventions</b>	- the passives (10C)	-people from different countries (10C)	- /j/ /tʃ/, /dʒ/ (10C)	- passive quiz (10C)	- understanding historical information (10C)	
	<b>FILE 11 11A Ask the teacher</b>	- used to (11A)	- school subjects (11A)	- used to / didn't use to (11A)	- talking about school days (11A)	-understanding attitude (11A)	- finding key information in a text (11A)
	<b>FILE 11 11B Help! I can't decide</b>	- might (11B)	- word building noun formation (11B)	- diphthongs (11B)	- choices and decisions (11B)	- identifying main points in a talk (8B)	
<b>Week 7</b>  2 – 6 JUNE 2025	<b>Practical English: Episode</b>				<b>EXTENSION ACTIVITY</b>		<b>ASSIGNMENTS</b>
	<b>Revise and Check 9&amp;10</b>		(pg.84-85)		<b>English File Pre-intermediate Online Practice</b>		<b>Workbook</b>
	<b>TASKS AND NOTES</b>				File 10A/ 10B/ 10C/ File 11A /11B		- File 10A / 10B / 10C /11A /11B -Can you remember ... ? 1-10
	<ul style="list-style-type: none"> <li>Speaking Presentation Week</li> <li>MID-TERM MAKE-UP EXAM</li> </ul> <b>SELF ACCESS:</b> <ul style="list-style-type: none"> <li>Providing students with the feedback of their performance on Writing Task II</li> <li>Providing students with feedback related to their midterm exam performance with the exam analysis of their class.</li> </ul>				Check your progress File 10		<b>Photocopiables</b> -10A Grammar: expressing movement p.199 -10B Grammar: word order of phrasal verbs: p.200 -10C Grammar: the passive: be + past participle.201 -11A Grammar: used to / didn't use to p. 202 -11B Grammar: might / might not (possibility) p.203
				<b>Teacher's Resource Centre</b>			
				File 10 Quick Test			
				File 10 Test			
				<b>- Oxford Reader's Bookshelf-reader(s)</b>			
<b>LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL B1)</b>							
<b>By the end of the week(s), learners will be able to...</b>							
<ul style="list-style-type: none"> <li>understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (10A) (10C)</li> </ul>							

- read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. (10A) (10B) (11A)
- 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. (10A) (10C)
- 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. (10A) (10B) (10C) (11A) (11B)
- 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. (10A) (10B) (10C)
- use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. (10A) (10B) (10C) (11A)
- have pronunciation which is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur (10A) (10B) (10C) (11A) (11B)
- produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time. (10A)
- write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. (10A)
- 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. (10A)
- 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. (10A) (10B) (11A)
- 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. (10A) (11A) (11B)
- express him/herself with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, he/she is able to keep going effectively without help.(10A) (10B) (10C) (11B)
- ask a group member to give the reason(s) for their views.(10A)
- understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. (10B)
- 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. (10B)
- 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). (10B)

- enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/ her in conversation, though will sometimes have to ask for repetition of some words and phrases. (10B)
- use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. (10B) (11B)
- 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. (10B) (11A)
- ask someone to clarify or elaborate what he or she has just said. (10B) (11A)
- show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (10B) (11A) (11B)
- exploit a wide range of simple language flexibly to express much of what he/she wants. (10B) (11A)
- reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (10B) (11B)
- 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. (10B) (11B)
- keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. (10B) (11A) (11B)
- relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails). (10B)
- correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem. (10C)
- ask for confirmation that a form used is correct. Can start again using a different tactic when communication breaks down. (10C)
- 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. (10C)
- understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (11A)
- give detailed accounts of experiences, describing feelings and reactions. (11A)
- 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. (11A) (11B)
- link a series of shorter, discrete simple elements into a connected, linear sequence of points. (11A)
- allocate the turn in a discussion, inviting a participant to say something. (11A)
- collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. (11A)
- understand 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. (11B)
- 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. (11B)
- define the task in basic terms in a discussion and ask others to contribute their expertise and experience. (11B)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
<b>Week 8</b> 9-13 JUNE 2025	<b>FILE 11</b> <b>11C</b> <b>Twinstranger</b> <b>s.net</b>	- so, neither + auxiliaries (11C)	- similarities and differences (11C)	- /ð/, /θ/ (11C)	- finding similarities and differences (11C)	- understanding similarities and differences (11C)	-- understanding similarities and differences (11C)
	<b>FILE 12</b> <b>12A</b> <b>Unbelievabl</b>	- past perfect (12A)	-time expressions (12A)	- the letter <i>i</i> (12A)	- retelling a news story (12A)		- understanding the order of events (12A)
	<b>FILE 12</b> <b>12B</b> <b>Think before</b> <b>you speak</b>	- reported speech (12B)	- say or tell? (12B)	- double consonants (12B)	- gossip (12B)	- understanding conversation (12B)	- recognizing text type (12B)
	<b>FILE 12</b> <b>12C</b> <b>The English</b> <b>File quiz</b>	- questions without auxiliaries (12C)	- revision of question words (12C)	- question words (12C)	- general knowledge quiz (12C)	- understanding quiz questions (12C)	
<b>Week 8</b> 9-13 JUNE 2025	<b>Practical English: Episode 6</b>		Time to go home ( <i>pg.92-93</i> ) - on the phone (voc.)		<b>EXTENSION ACTIVITY</b>		<b>ASSIGNMENTS</b>
	<b>Revise and Check 11&amp;12</b>		<i>pg.100-101</i>		<b>English File Pre-intermediate</b>		<b>Workbook</b> File 11C / Dile 12A / 12B/12C - Practical English Episode 6 - Can you remember ... ? 1-12 <b>Photocopiables</b> - 11C Grammar: so, neither + auxiliaries p. 204 - 12A Grammar: past perfect p.205 - 12B Grammar: reported (or indirect) speech p.206 -12C Grammar: questions with and without auxiliaries p.207
	<b>TASKS AND NOTES</b> <ul style="list-style-type: none"> <li>• MODULE 2 EMT (End of Module Test)</li> <li>• Reader Certificate Submission</li> <li>• Writing Portfolio Submission</li> <li>• Assignments (Workbook &amp; Extra Materials) Submission</li> <li>• Completion of the English File Online Activities</li> </ul> <b>SELF ACCESS</b> <ul style="list-style-type: none"> <li>• Providing students with the feedback of their performance in 'speaking presentations'.</li> <li>• Providing students with the necessary information and guidance for upcoming ELT exams.</li> </ul>				<b>Online Practice</b> File 11C/ File 12A/ 12B/ 12C Practical English Episode 6 Check your progress File 11 Check your progress file 12 <b>Teacher's Resource Centre</b> File 11 Quick Test File 12 Quick Test File 11 Test File 12 Test Progress Test Files 7-12		



End of course Test  
- Oxford Reader's Bookshelf-  
reader(s)

**LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL B1)**

**By the end of the week(s), learners will be able to...**

- understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly (11C)
- read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension (11C) (12B) (P.E.-6)
- 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. (11C)
- 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. (11C) (12B)
- 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. (11C) (12B) (12C)
- 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. (11C) (12B) (12C)
- 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. (11C) (12A) (12C)
- use reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (11C) (12A) (12B) (12C)
- show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (11C) (12A)(12B)
- have pronunciation which is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (11C) (12A) (12B) (12C)
- exploit a wide range of simple language flexibly to express much of what he/she wants. (11C) (12B)
- reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (11C) (12B) (12C)
- express him/herself with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", he/she is able to keep going effectively without help. (11C)(12C)
- keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. (11C) (12A) (12B)
- collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. (11C) (P.E.-6)

- understand 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.E.-6)
- 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.E.-6)
- 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.E.-6)
- perform and respond to a wide range of language functions, using their most common exponents in a neutral register; be aware of the salient politeness conventions and acts appropriately. (P.E.-6)
- understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. (12A) (12B)
- 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. (12A) (12B) (12C)
- 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. (12A) (12C)
- reasonably fluently relate a straightforward narrative or description as a linear sequence of points; narrate a story. (12A)
- correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem. (12A)
- 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. (12A)
- 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). (12B)
- 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. (12B) (12C)
- 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. (12B)
- describe the key themes and characters in short narratives involving familiar situations that are written in high frequency everyday language. (12B)
- 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 (e.g. a truck for people = bus). (12C)

- 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. (12C)
- collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. (12C)

COURSE  
MATERIALS

English File Pre-intermediate Student's Book Fourth Edition  
English File Pre-intermediate Workbook Fourth Edition  
English File Pre-intermediate Teacher's Guide Fourth Edition