

KARADENİZ TECHNICAL UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
2024-2025 ACADEMIC YEAR – THIRD PERIOD
MODULE 3 SYLLABUS (B1-B2)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
Week 1 17 – 21 FEBRUARY 2025	FILE 1 1A Eating in ... and out	-present simple and continuous, action and non-action verbs (1A)	-food and cooking (1A)	- short and long vowel sounds (1A)	-talking about preferences, agreeing and disagreeing (1A)	-understanding key words in questions, predicting content using visual clues (1A)	- using your own experience to understand a text (1A)
	FILE 1 1B Modern families	- future forms, present continuous, be going to, will / won't (1B)	-family, adjectives of personality (1B)	- sentence stress, word stress (1B)	-talking about the future, retelling a story (1B)	- understanding a story (1B)	- identifying reasons (1B)
	FILE 2 2A Spending money	- present perfect and past simple	- money	- o and or (2A)	- talking about money and experiences (2A)	-listening for facts (2A)	- understanding paragraphing (2A)
	WRITING PACK	Error Correction Codes The structure of a paragraph - Paragraph Basic - Paragraph organisation					

Week 1 17 – 21 FEBRUARY 2025	Practical English episode 1: Meeting the parents (pg.14-15) - introducing yourself and other people - reacting to what people say	EXTENSION ACTIVITY	ASSIGNMENTS
	Revise and Check TASKS AND NOTES SELF ACCESS: <ul style="list-style-type: none"> Providing students with general orientation relating schedules and the period as a whole. Providing students with necessary guidance related to ‘how to be a good language learner’ in general. 	English File Intermediate Online Practice -File 1A/ 1B File 2A Practical English Episode 1 Check your progress File 1 Teacher’s Resource Centre File 1 Quick Test File 1 Test - Oxford Reader’s Bookshelf-reader(s)	Workbook - File 1A / 1B / File 2A Practical English Episode 1 Can you remember... ? 1 Photocopiables - Introduction / Grammar: What do you remember? P.147 -Introduction / Grammar: Don’t make these mistakes p. 148 -1A Grammar: present simple and continuous, action and non-action verbs p.149 -1B Grammar: future forms: present continuous, be going to, will / won’t p.150 -2A Grammar: present perfect and past simple p.151
	LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE		
By the end of the week(s), learners will be able to... (LEVEL B1) <ul style="list-style-type: none"> understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives. (1A) (P.E.-1) (2A) follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent. (1A) (1B) (P.E.-1) (2A) generally follow the main points of extended discussion around him / her, provided speech is clearly articulated in standard dialect. (1A) (1B) (P.E.-1) (2A) understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (1A) (1B) (P.E.-1) (2A) understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (1A) understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly (1A) 			

- read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension.(1A) (1B) (2A)
- 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. (1A) (2A)
- 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.(1A) (2A)
- 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). (1A)
- follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. (1A)
- maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to.(1A) (1B) (2A)
- express and respond to feelings such as surprise, happiness, sadness, interest and indifference.(1A) (2A)
- generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. (1A) (1B) (2A)
- give or seek personal views and opinions in discussing topics of interest. (1A) (1B) (2A)
- make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing). (1A) (1B) (2A)
- express belief, opinion, agreement and disagreement politely. (1A) (1B) (2A)
- give straightforward descriptions on a variety of familiar subjects within his / her field of interest. (1A) (1B) (P.E.-1)
- reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (1A) (1B) (P.E.-1)
- give detailed accounts of experiences, describing feelings and reactions. (1A) (1B) (P.E.-1)
- relate details of unpredictable occurrences, e.g. an accident (1A) (1B) (P.E.-1)
- relate the plot of a book or film and describe his/her reactions. (1A) (1B) (P.E.-1)
- describe dreams, hopes, and ambitions. (1A) (1B) (P.E.-1)
- describe events, real or imagined. (1A) (1B)
- narrate a story. (1A) (P.E.-1)
- 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. (1A) (1B) (P.E.-1) (2A)
- have a good range of vocabulary related to familiar topics and everyday situations. (1A) (1B) (P.E.-1) (2A)
- have a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events. (1A) (1B) (P.E.-1) (2A)
- use reasonably accurately a repertoire of frequently-used 'routines' and patterns associated with more predictable situations. (1A) (1B) (2A)
- show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (1A) (1B) (2A)

- use a wide range of simple vocabulary appropriately when talking about familiar topics. (1A) (1B) (2A)
- have pronunciation which is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks. (1A) (1B) (P.E.-1) (2A)
- 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. (1A) (1B) (P.E.-1)
- ask a group member to give the reason(s) for their views. (1A)
- 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. (1B) (2A)
- understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.(1B)
- understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences. (1B)
- understand standard formal correspondence and online postings in his/her area of professional interest. (1B)
- find and understand relevant information in everyday material, such as letters, brochures and short official documents. (1B)
- pick out important information about preparation and usage on the labels on foodstuffs and medicine. (1B)
- assess whether an article, report or review is on the required topic. (1B)
- understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations (1B)
- enter unprepared into conversations on familiar topics. (1B) (2A)
- follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. (1B) (2A)
- express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (1B)
- take some initiatives in an interview / consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction. (1B) (2A)
- describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language. (1B) (2A)
- use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.(1B) (2A)
- write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he / she feels to be important. (1B)
- write personal letters describing experiences, feelings and events in some detail. (1B)
- express opinions on subjects relating to everyday life, using simple expressions. (1B)
- briefly give reasons and explanations for opinions, plans and actions. (1B)
- say whether or not he/she approves of what someone has done and give reasons to justify this opinion. (1B)
- initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest. (1B)
- 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. (1B)

- summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech. (1B)
 - paraphrase short written passages in a simple fashion, using the original text wording and ordering. (1B)
 - 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. (1B) (2A)
 - produce continuous writing, which is generally intelligible throughout; Spelling, punctuation and layout are accurate enough to be followed most of the time. (1B)
 - 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. (1B) (P.E.-1)
 - be aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own. (1B) (P.E.-1)
 - adapt his / her expression to deal with less routine, even difficult, situations. (1B)
 - exploit a wide range of simple language flexibly to express much of what he / she wants. (1B) (P.E.-1) (2A)
 - shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas. (1B)
 - form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. (1B) (P.E.-1)
 - make simple, logical paragraph breaks in a longer text. (1B)
 - explain the main points in an idea or problem with reasonable precision.(1B)
 - 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. (1B)
 - keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. (1B) (2A)
 - relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails). (1B)
 - understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. (P.E.-1)
 - 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.E.-1)
 - link a series of shorter, discrete simple elements into a connected, linear sequence of points. (P.E.-1)
 - 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. (2A)
 - ask someone to clarify or elaborate what he / she has just said. (2A)
 - collaborate in simple, shared tasks and work towards a common goal by asking and answering straightforward questions. (2A)
- (LEVEL B2)**
- intervene appropriately in discussion, exploiting appropriate language to do so. (1A) (P.E.-1)



	<ul style="list-style-type: none"> initiate, maintain and end discourse appropriately with effective turn-taking. (1A) (P.E.-1) initiate discourse, take his turn when appropriate and end conversation when he / she needs to, though he / she may not always do this elegantly. (1A) (P.E.-1) use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say. (1A) (P.E.-1) correct slips and errors if he / she becomes conscious of them or if they have led to misunderstandings. (1B) make a note of 'favourite mistakes' and consciously monitor speech for it / them. (1B) carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. (2A) Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy. (2A) 						
WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
Week 2 24 – 28 FEBRUARY 2025	FILE 2 2B Changing lives	- present perfect + for / since, present perfect continuous (2B)	- strong adjectives; exhausted, amazed, etc. (2B)	- sentence stress (2B)	- How long...?, talking about extremes (2B)	- checking hypotheses, listening for specific information (2B)	- understanding the order of events (2B)
	FILE 3 3A Survive the drive	- choosing between comparatives and superlatives (3A)	- transport (3A)	- /ʃ/, /dʒ/, and /tʃ/, linking (3A)	- tourist role-play, giving opinions (3A)	- confirming predictions (3A)	- confirming predictions (3A)
	FILE 3 3B Man,women, and children	- articles: a / an / the, no article (3B)	- collocation: verbs / adjectives + prepositions (3B)	- /ə/, two pronunciation of <i>the</i> (3B)	- generalizing, talking about childhood (3B)	- understanding points of view(3B)	- understanding the main point in a paragraph (3B)
	WRITING PACK	The structure of a paragraph - State your point in a topic sentence - Evaluating topic sentences - Writing topic sentences					
	Practical English Episode 2 :	A difficult celebrity (<i>pg.34-35</i>) - giving opinions, agreeing / disagreeing / responses			EXTENSION ACTIVITY	ASSIGNMENTS	

	Revise and Check 1&2	<i>pg.24-25</i>	English File Intermediate Online Practice File 2B/ 3A/ 3B/ Practical English episode 2 Check your progress File 2 Check your progress: File 3 Teacher's Resource Centre File 2 Quick Test File 3 Quick Test File 2 Test File 3 Test Oxford Reader's Bookshelf-reader(s)	Workbook File 2B / File 3A / 3B Practical English episode 2 Can you remember ... ? 1-3 Photocopiables - 2B Grammar: present perfect + for / since, present perfect continuous p.152 - 3A Grammar: choosing between comparatives and superlatives p.153 - 3B Grammar: articles: a / an / the, no article p.154
	TASKS AND NOTES			
	<p>SELF ACCESS:</p> <ul style="list-style-type: none"> Providing students with the necessary information about how the tasks are going to be conducted (writing-speaking) and how they will be evaluated and graded. 			
	LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES			
	<p>By the end of the week(s), learners will be able to... (LEVEL B1)</p> <ul style="list-style-type: none"> understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives. (2B) (3A) follow much of everyday conversation and discussion, provided it takes place in standard speech and is clearly articulated in a familiar accent. (2B) generally follow the main points of extended discussion around him / her, provided speech is clearly articulated in standard dialect. (2B) understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (2B) (3A) (3B) read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension. (2B) (3A) (3B) understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend. (2B) understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences. (2B) understand standard formal correspondence and online postings in his/her area of professional interest. (2B) 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. (2B) (3A) (3B) scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use. desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (2B) (3A) (3B) enter unprepared into conversations on familiar topics. (2B) (3A) (3B) (P.E.-2) 			

- follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. (2B) (3A) (3B) (P.E.-2)
- maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. (2B) (3A) (3B) (P.E.-2)
- express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (2B) (3A) (3B) (P.E.-2)
- take some initiatives in an interview / consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction. (2B)
- describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language. (2B)
- use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. (2B)
- write personal letters describing experiences, feelings and events in some detail. (2B)
- 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. (2B) (3A)
- give straightforward descriptions on a variety of familiar subjects within his / her field of interest. (2B)
- reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (2B)
- give detailed accounts of experiences, describing feelings and reactions. (2B)
- relate details of unpredictable occurrences, e.g. an accident. (2B)
- relate the plot of a book or film and describe his/her reactions. (2B)
- describe dreams, hopes and ambitions. (2B)
- describe events, real or imagined(2B)
- narrate a story. (2B)
- exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. (2B) (3A)
- summarize the point reached in a discussion and so help focus the talk. (2B) (3A)
- ask someone to clarify or elaborate what he / she has just said. (2B) (3A)
- 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. (2B) (3A)
- correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem. (2B)
- 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. (2B) (3A) (3B) (P.E.-2)
- have a good range of vocabulary related to familiar topics and everyday situations. (2B) (3A) (3B) (P.E.-2)
- have a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events. (2B) (3A) (3B) (P.E.-2)
- use reasonably accurately a repertoire of frequently-used 'routines' and patterns associated with more predictable situations. (2B) (3B)

- show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (2B) (3A)
- use a wide range of simple vocabulary appropriately when talking about familiar topics. (2B) (3A) (3B)
- have pronunciation which is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks. (2B) (3A) (3B)
- produce continuous writing, which is generally intelligible throughout; spelling, punctuation and layout are accurate enough to be followed most of the time. (2B) (3A)
- 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. (2B)
- be aware of, and looks out for signs of, the most significant differences between customs, usages, attitudes, values, and beliefs prevalent in the community concerned and those of his / her own. (2B)
- exploit a wide range of simple language flexibly to express much of what he / she wants. (2B) (3A) (3B) (P.E.-2)
- show awareness of the conventional structure of the text type concerned, when communicating his/her ideas. (2B) (3A)
- reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (2B) (3A) (3B)
- keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. (2B)
- collaborate in simple, shared tasks and work towards a common goal by asking and answering straightforward questions. (2B) (3A) (3B)
- 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. (3A)
- understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (3A) (3B)
- understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly. (3A) (3B)
- 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) (3A)
- generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect (3A) (P.E.-2)
- give or seek personal views and opinions in discussing topics of interest. (3A) (P.E.-2)
- make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing). (3A) (3B) (P.E.-2)
- express belief, opinion, agreement and disagreement politely. (3A) (3B) (P.E.-2)
- express opinions on subjects relating to everyday life, using simple expressions. (3A)
- briefly give reasons and explanations for opinions, plans and actions. (3A)
- say whether or not he/she approves of what someone has done and give reasons to justify this opinion. (3A)

- write straightforward connected texts on a range of familiar subjects within his / her field of interest, by linking a series of shorter discrete elements into a linear sequence. (3A)
- write short, simple essays on topics of interest. (3A)
- write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion. (3A)
- summarize, report and give his / her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence. (3A)
- link a series of shorter, discrete simple elements into a connected, linear sequence of points. (3A)
- form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. (3A)
- make simple, logical paragraph breaks in a longer text. (3A)
- 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. (3A)
- 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. (3B)
- exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his / her field with some confidence. (3B)
- summarize and give his / her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. (3B)
- exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text. (3B)
- extrapolate the meaning of a section of a text by taking into account the text as a whole. (3B)
- identify unfamiliar words from the context on topics related to his / her field and interests. (3B)
- extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (3B)
- summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech. (3B)
- paraphrase short written passages in a simple fashion, using the original text wording and ordering. (3B)
- explain the main points in an idea or problem with reasonable precision. (3B)
- intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. (P.E.-2)

(LEVEL B2)

- understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (2B) (3A)

- in preparing for a potentially complicated or awkward situation, plan what to say in the event of different reactions, reflecting on what expression would be appropriate(2B)
- plan what is to be said and the means to say it, considering the effect on the recipient/s. (2B)
- correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. (2B) (3A)
- make a note of 'favourite mistakes' and consciously monitor speech for it/them. (2B) (3A)
- 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. (2B) (3A) (3B)
- show a relatively high degree of grammatical control; avoid making mistakes which lead to misunderstanding. (2B) (3A) (3B)
- have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy. (2B) (3A) (3B)
- communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. (2B)
- understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialization. (3A)
- follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. (3A)
- understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed. (3A)
- understand detailed instructions well enough to be able to follow them successfully. (3A)
- interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party; highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments. (3A) (3B)
- take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (3A) (3B)
- account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (3A) (3B)
- develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. (3A) (3B)
- construct a chain of reasoned argument. (3A) (3B)
- explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (3A) (3B)
- present his/her ideas in a group and pose questions that invite reactions from other group member' perspectives. (3A) (P.E.-2)
- keep up with an animated conversation between speakers of the target language. (3B) (P.E.-2)
- keep up with an animated discussion between native speakers; express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. (3B)
- catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. (3B)
- express him/herself clearly and without much sign of having to restrict what he/she wants to say. (3B)
- understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. (P.E.-2)



	<ul style="list-style-type: none"> have a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films. (P.E.-2) generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility. (P.E.-2) 						
WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
Week 3 3 – 7 MARCH 2025	FILE 4 4A Bad Manners?	- obligation and prohibition: have to, must, should (4A)	- phone language (4A)	- silent consonants (4A)	-talking about annoying habits and manners (4A)	- understanding problems and advice (4A)	- assessing a point of view (4A)
	FILE 4 4B Yes, I can !	- ability and possibility: can, could, be able to (4B)	- -ed /-ing adjectives (4B)	- sentence stress (4B)	- talking about ability, assessing advice (4B)	- making inferences, listening for specific information (4B)	- understanding tips and examples (4B)
	FILE 5 5A Sporting superstitions	- past tenses: simple continuous, perfect (5A)	- sport. (5A)	- /ɔ: / and /ɜ: / (5A)	- talking about sport, telling an anecdote(5A)	- understanding an interview (5A)	- understand how examples support main points (5A)
	WRITING PACK	The structure of a paragraph - Support your point - Analysing paragraphs for support - Writing supporting sentences					
	Practical English:					EXTENSION ACTIVITY	ASSIGNMENTS
	Revise and Check 3&4	<i>pg.44-45</i>				English File Intermediate Online Practice File 4A/ 4B/ File 5A Check your progress File 4 Teacher’s Resource Centre File 4 Quick Test File 4 Test Oxford Reader’s Bookshelf-reader(s)	Workbook -File 4A / 4B / File 5A Photocopiables -4A Grammar: obligation and prohibition: have to, must, should p. 155 -4B Grammar: ability and possibility: can, could, be able to p.156 -5A Grammar: past tenses: simple, continuous, perfect p. 157
	TASKS AND NOTES <ul style="list-style-type: none"> Writing Portfolio Task 1 (Week 3) SELF ACCESS: <ul style="list-style-type: none"> Providing students with feedback for their speaking performances for the in-class activities with the formative assessment tool for speaking. 						

LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE

By the end of the week(s), learners will be able to...
(LEVEL B1)

- understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (4A) (4B) (5A)
- understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly. (4A) (4B) (5A)
- enter unprepared into conversations on familiar topics. (4A) (4B) (5A)
- 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) (AB) (5A)
- maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. (4A) (4B) (5A)
- express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (4A) (AB) (5A)
- generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. (4A) (5A)
- give or seek personal views and opinions in discussing topics of interest. (4A) (5A)
- make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing). (4A) (5A)
- express belief, opinion, agreement and disagreement politely. (4A) (5A)
- express opinions on subjects relating to everyday life, using simple expressions. (4A)
- briefly give reasons and explanations for opinions, plans and actions. (4A)
- say whether or not he/she approves of what someone has done and give reasons to justify this opinion. (4A)
- exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text. (4A)
- extrapolate the meaning of a section of a text by taking into account the text as a whole. (4A)
- identify unfamiliar words from the context on topics related to his / her field and interests. (4A)
- extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (4A)
- 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. (4A) (4B) (5A)
- have a good range of vocabulary related to familiar topics and everyday situations. (4A) (4B) (5A)
- have a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events. (4A) (4B) (5A)
- use reasonably accurately a repertoire of frequently-used 'routines' and patterns associated with more predictable situations. (4A) (4B) (5A)
- show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (4A) (4B)

Week 3

3 – 7
MARCH
2025

- use a wide range of simple vocabulary appropriately when talking about familiar topics. (4A) (4B)
- have pronunciation which is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks. (4A) (4B)
- perform and respond to a wide range of language functions, using their most common exponents in a neutral register. (4A)
- Is aware of the salient politeness conventions and acts appropriately. (4A)
- aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own. (4A)
- adapt his / her expression to deal with less routine, even difficult, situations. (4A)
- exploit a wide range of simple language flexibly to express much of what he / she wants. (4A) (4B) (5A)
- show awareness of the conventional structure of the text type concerned, when communicating his/her ideas. (4A) (5A)
- reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (4A) (4B) (5A)
- explain the main points in an idea or problem with reasonable precision. (4A) (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. (4A)
- collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. (4A) (4B)
- understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives. (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. (4B)
- scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use. desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (4B)
- 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. (4B) (5A)
- give straightforward descriptions on a variety of familiar subjects within his / her field of interest. (4B) (5A)
- give detailed accounts of experiences, describing feelings and reactions. (4B) (5A)
- relate details of unpredictable occurrences, e.g. an accident. (4B) (5A)
- relate the plot of a book or film and describe his/her reactions. (4B) (5A)
- describe dreams, hopes and ambitions. (4B) (5A)
- describe events, real or imagined. (4B)
- narrate a story. (4B) (5A)
- ask someone to clarify or elaborate what he / she has just said. (4B)
- link a series of shorter, discrete simple elements into a connected, linear sequence of points. (4B) (5A)
- form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. (4B) (5A)

- make simple, logical paragraph breaks in a longer text. (4B) (5A)
- understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (5A)
- find and understand relevant information in everyday material, such as letters, brochures and short official documents. (5A)
- pick out important information about preparation and usage on the labels on foodstuffs and medicine. (5A)
- assess whether an article, report or review is on the required topic. (5A)
- understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations. brochures and short official documents. (5A)
- recognize significant points in straightforward newspaper articles on familiar subjects. (5A)
- understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading. (5A)
- understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions. (5A)
- describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language. (5A)
- use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. (5A)
- write straightforward connected texts on a range of familiar subjects within his / her field of interest, by linking a series of shorter discrete elements into a linear sequence. (5A)
- 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. (5A)
- relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails). (5A)

(LEVEL B2)

- understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life; only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. (4A) (5A)
- understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (4A)
- read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. (4A) (4B) (5A)
- understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (4A)
- recognise when a text provides factual information and when it seeks to convince readers of something. (4A)
- recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. (4A)
- engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. (4A)
- convey degrees of emotion and highlight the personal significance of events and experiences. (4A)

- take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (4A)
- with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. (4A)
- account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (4A)
- carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. (4A) (5A)
- take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer. (4A)
- give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. (4A)
- use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. (4A)
- express him/herself clearly and without much sign of having to restrict what he/she wants to say. (4A) (4B) (5A)
- show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (4A) (4B)
- have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy. (4A) (4B) (5A)
- use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution. (4A) (5A)
- produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices. (4A) (5A)
- structure longer texts in clear, logical paragraphs. (4A) (5A)
- communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. (4A) (4B)
- produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. (4A) (4B) (5A)
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party. (4A) (4B)
- present his/her ideas in a group and pose questions that invite reactions from other group member' perspectives.
- have good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. (4B) (5A)
- show lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. (4B) (5A)
- develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.(4B)
- keep up with an animated conversation between speakers of the target language. (5A)
- pass on detailed information reliably.(5A)
- write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. (5A)
- (in preparing for a potentially complicated or awkward situation) plan what to say in the event of different reactions, reflecting on what expression would be appropriate. (5A)

	<ul style="list-style-type: none"> plan what is to be said and the means to say it, considering the effect on the recipient/s. (5A) correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. (5A) make a note of 'favourite mistakes' and consciously monitor speech for it/them. (5A) express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. (5A) adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. (5A) 							
WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING	
Week 4 10-14 MARCH 2025	FILE 5 5B #thewaywemet	- past and present habits and states (5B)	- relationships (5B)	- the letter <i>s</i> , used to (5B)	- talking about present and past habits, presenting an opinion (5B)	- predicting the end of a story, understanding facts and supporting information (5B)	- predicting the end of story (5B)	
	FILE 6 6A Behind the scenes	- passive (all tenses) (6A)	- cinema (6A)	- regular and irregular past participles (6A)	- talking about films (6A)	- listening for content words (6A)	- understanding the main point in a paragraph (6A)	
	WRITING PACK	The structure of a paragraph - supplying specific details						
	Practical English Episode 3 :	Old Friends (<i>pg.54-55</i>) - asking for permission, making requests, greeting someone you haven't seen for a long time			EXTENSION ACTIVITY		ASSIGNMENTS	
	Revise and Check				- English File Intermediate Online Practice File 5B/ File 6A Practical English Episode 3 Check your progress File 5 Teacher's Resource Centre File 5 Quick Test File 5 Test Progress Test Files 1-5 Oxford Reader's Bookshelf-reader(s)		Workbook File 5B / File 6A Practical English Episode 3 Can you remember ... ? 1-5 Photocopiables - 5B Grammar: past and present habits and states p. 158 - 6A Grammar: passive (all tenses) p.159	
	TASKS AND NOTES							
SELF ACCESS: <ul style="list-style-type: none"> Providing students with the necessary information about the upcoming midterm exam by presenting them a sample one. Providing students feedback for the Writing Task I. 								



LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE

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

(LEVEL B1)

- read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension. (5B) (6A)
- 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. (5B) (6A)
- scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use. desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (5B) (6A)
- enter unprepared into conversations on familiar topics. (5B) (6A)
- follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. (5B) (6A)
- maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. (5B) (6A)
- express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (5B) (6A)
- generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. (5B) (6A)
- give or seek personal views and opinions in discussing topics of interest. (5B)
- make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing). (5B) (6A)
- express belief, opinion, agreement and disagreement politely. (5B) (6A)
- 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)
- straightforward descriptions on a variety of familiar subjects within his / her field of interest. (5B)
- reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (5B)
- give detailed accounts of experiences, describing feelings and reactions. (5B)
- relate details of unpredictable occurrences, e.g. an accident. (5B)
- relate the plot of a book or film and describe his/her reactions. (5B)
- describe dreams, hopes and ambitions. (5B)
- describe events, real or imagined. (5B)
- narrate a story. (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. (5B) (P.E.-3) (6A)
- have a good range of vocabulary related to familiar topics and everyday situations. (5B) (P.E.-3) (6A)
- have a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events. (5B) (P.E.-3) (6A)

- have pronunciation which is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks. (6A)
 - exploit a wide range of simple language flexibly to express much of what he / she wants. (5B) (6A)
 - show awareness of the conventional structure of the text type concerned, when communicating his/her ideas. (5B) (6A)
 - reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (5B) (6A)
 - 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. (5B)
 - relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails).
 - find and understand relevant information in everyday material, such as letters, brochures and short official documents. (6A)
 - pick out important information about preparation and usage on the labels on foodstuffs and medicine. (6A)
 - assess whether an article, report or review is on the required topic. (6A)
 - understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations. brochures and short official documents. (6A)
 - follow much of what is said around him / her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. (6A)
 - express his / her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. (6A)
 - give brief comments on the views of others. (6A)
 - compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. (6A)
 - write straightforward connected texts on a range of familiar subjects within his / her field of interest, by linking a series of shorter discrete elements into a linear sequence. (6A)
 - 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. (6A)
 - take notes during a lecture, which are precise enough for his / her own use at a later date, provided the topic is within his / her field of interest and the talk is clear and well structured. (6A)
 - use reasonably accurately a repertoire of frequently-used 'routines' and patterns associated with more predictable situations. (6A)
 - show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (6A)
 - use a wide range of simple vocabulary appropriately when talking about familiar topics. (6A)
 - collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. (6A)
- (LEVEL B2)**
- understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life; only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. (5B) (P.E.-3)
 - understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (5B)

- read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. (5A) (6A)
- take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (5B)
- with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. (5B)
- account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (5B)
- intervene appropriately in discussion, exploiting appropriate language to do so. (5B)
- initiate, maintain and end discourse appropriately with effective turn-taking. (5B)
- initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. (5B)
- use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say. (5B)
- correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. (5B)
- make a note of 'favourite mistakes' and consciously monitor speech for it/them. (5B)
- express him/herself clearly and without much sign of having to restrict what he/she wants to say. (5B)
- have a good range of vocabulary for matters connected to his/her field and most general topics. (5B) (6A)
- vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (5B) (6A)
- produce the appropriate collocations of many words in most contexts fairly systematically. (5B) (6A)
- understand and use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it. (5B) (6A)
- show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (5B) (6A)
- have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy. (5B) (6A)
- have lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.
- generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility. (5B) (P.E.-5)
- develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. (5B) (6A)
- use a variety of linking words efficiently to mark clearly the relationships between ideas. (5B)
- use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution. (5B)
- produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices. (5B)
- structure longer texts in clear, logical paragraphs. (5B)
- communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. (5B)
- present his/her ideas in a group and pose questions that invite reactions from other group member' perspectives. (5B)
- keep up with an animated conversation between speakers of the target language. (P.E.-3) (6A)

- understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. (P.E.-3)
- express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. (P.E.-3)
- adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. (P.E.-3) (6A)
- carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. (6A)
- take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer. (6A)
- write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. (6A)
- use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. (6A)
- (in preparing for a potentially complicated or awkward situation) plan what to say in the event of different reactions, reflecting on what expression would be appropriate. (6A)
- plan what is to be said and the means to say it, considering the effect on the recipient/s. (6A)
- correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. (6A)
- make a note of 'favourite mistakes' and consciously monitor speech for it/them. (6A)
- have good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. (6A)
- produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions; spelling and punctuation are reasonably accurate but may show signs of mother tongue influence. (6A)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
Week 5 17 - 21 MARCH 2025	FILE 6 6B Every picture tells a story	-modals of deduction: might, can't must (6B)	-the body (6B)	- diphthongs (6B)	- talking about profile pictures, making deductions (6B)	- checking assumptions, understanding the order of events (6B)	-understanding humour, checking assumptions (6B)
	FILE 7 7A Live and learn	- first conditionals and future time clauses + when, until, etc. (7A)	- education (7A)	- the letter <i>u</i> (7A)	- talking about school, assessing opinions (7A)	- listening for numbers (7A)	- understanding points of view (7A)
	WRITING PACK	The structure of a paragraph - conclusion - writing concluding sentences					



Practical English: Episode		EXTENSION ACTIVITY	ASSIGNMENTS
Revise and Check 5&6	pg.64,65	English File Intermediate Online Practice File 6B/ File 7A Check your progress File6 Teacher's Resource Centre File 6 Quick Test File 6 Test - Oxford Reader's Bookshelf-reader(s)	Workbook File 6B / File 7A Photocopiables - 6B Grammar: modals of deduction: might, can't, must p. 160 - 7A Grammar: first conditional and future time clauses + when, until, etc. p. 161
LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE			
<p>By the end of the week(s), learners will be able to...</p> <p>(LEVEL B1)</p> <ul style="list-style-type: none"> • 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. (6B) (7A) • understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives. (6B) (7A) • 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. (6B) • enter unprepared into conversations on familiar topics. (6B) (7A) • follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. (6B) (7A) • maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. (6B) (7A) • express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (6B) (7A) • 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. (6B) • give straightforward descriptions on a variety of familiar subjects within his / her field of interest. (6B) (7A) • reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (6B) (7A) • give detailed accounts of experiences, describing feelings and reactions. (6B) (7A) • relate details of unpredictable occurrences, e.g. an accident. (6B) (7A) • relate the plot of a book or film and describe his/her reactions. (6B) (7A) • describe dreams, hopes and ambitions. (6B) (7A) 			

- describe events, real or imagined. (6B) (7A)
- narrate a story. (6B) (7A)
- 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. (6B) (7A)
- have a good range of vocabulary related to familiar topics and everyday situations. (6B) (7A)
- have a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events. (6B) (7A)
- use reasonably accurately a repertoire of frequently-used 'routines' and patterns associated with more predictable situations. (6B)
- show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (6B)
- use a wide range of simple vocabulary appropriately when talking about familiar topics. (6B)
- have pronunciation which is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks. (6B) (7A)
- exploit a wide range of simple language flexibly to express much of what he / she wants. (6B) (7A)
- show awareness of the conventional structure of the text type concerned, when communicating his/her ideas. (6B) (7A)
- reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (6B) (7A)
- convey simple, straightforward information of immediate relevance, getting across which point he / she feels is most important. (6B) (7A)
- express the main point he / she wants to make comprehensibly. (6B) (7A)
- collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. (6B) (7A)
- 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. (7A)
- scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use. desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (7A)
- recognize significant points in straightforward newspaper articles on familiar subjects. (7A)
- understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading. (7A)
- understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions. (7A)
- generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. (7A)
- give or seek personal views and opinions in discussing topics of interest. (7A)
- make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing). (7A)
- express belief, opinion, agreement and disagreement politely. (7A)
- find out and pass on straightforward factual information. (7A)

- ask for and follow detailed directions. (7A)
- obtain more detailed information. (7A)
- offer advice on simple matters within his/her field of experience. (7A)
- take some initiatives in an interview / consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction. (7A)
- describe symptoms in a simple way and ask for advice when using health services; can understand the answer, provided this is given clearly in everyday language. (7A)
- use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. (7A)
- ask someone to clarify or elaborate what he / she has just said. (7A)
- take notes during a lecture, which are precise enough for his / her own use at a later date, provided the topic is within his / her field of interest and the talk is clear and well structured. (7A)
- explain the main points in an idea or problem with reasonable precision. (7A)
- 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. (7A)

(LEVEL B2)

- understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. (6B) (7A)
- read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. (6B) (7A)
- obtain information, ideas and opinions from highly specialized sources within his/her field. (6B)
- understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. (6B)
- take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (6B)
- with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. (6B)
- account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (6B)
- use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. (6B)
- use a variety of linking words efficiently to mark clearly the relationships between ideas. (6B)
- communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. (6B)
- produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. (6B) (7A)

- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party. (6B) (7A)
- keep up with an animated conversation between speakers of the target language. (7A)
- understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (7A)
- understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (7A)
- recognise when a text provides factual information and when it seeks to convince readers of something. (7A)
- recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. (7A)
- use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. (7A)
- carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. (7A)
- take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer. (7A)
- express him/herself clearly and without much sign of having to restrict what he/she wants to say. (7A)
- show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (7A)
- have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy. (7A)
- adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. (7A)
- use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution. (7A)
- produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices. (7A)
- structure longer texts in clear, logical paragraphs. (7A)
- present his/her ideas in a group and pose questions that invite reactions from other group member' perspectives. (7A)
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WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING	
Week 6 24 – 28 MARCH 2025	FILE 7 7B The hotel of Mum and Dad	- second conditionals, choosing between conditionals (7B)	- houses (7B)	- sentence stress, the letter c (7B)	- describing pros and cons, describing ideal situations (7B)	- using predictions to understand content (7A)	- understanding points of view (7A)	
	FILE 8 8A The right job for you	- choosing between gerunds and infinitives (8A)	- work (8A)	- word stress (8A)	- making presentation (8A)	- listening and making notes (8A)	- predicting from evidence (8A)	
	FILE 8 8B Have a nice day!	- reported speech: sentences and questions (8B)	-shopping, making nouns from verbs (8B)	- The letters a,/ (8B)	- talking about shopping habits (8B)	- understanding the order of events, understanding attitude and tone (8B)	- predicting the end of a story (8B)	
	WRITING PACK	The structure of a paragraph - Unity - Practicing unity						
	Practical English: Episode 4	Boys' night out (p.g. 74-45) - making and responding to suggestions, making an excuse and apologizing			EXTENSION ACTIVITY		ASSIGNMENTS	
	Revise and Check 7&8	(pg.84-85)			English File Intermediate Online Practice		Workbook	
	TASKS AND NOTES <ul style="list-style-type: none"> Writing Portfolio Task 2 SELF ACCESS: <ul style="list-style-type: none"> Providing students with feedback for their speaking performances for the in-class activities with the formative assessment tool for speaking. 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. 				File 7B/ File 8A /8B Practical English episode 4 Check your progress File 7 Check your progress File 8 Teacher's Resource Centre File 7 Quick test File 8 Quick Test File 7 Test File 8 Test		-File 7B/8A - Practical English Episode 4 - Can you remember ...? 1-7 Photocopiables - 7B Grammar: second conditionals, choosing between conditionals p. 162 - 8A Grammar: choosing between gerunds and infinitives p. 163 - 8B Grammar: reported speech: sentences and questions p. 164	

LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE

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

(LEVEL B1)

- 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)
- understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (7B)
- read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension. (7B) (8A)
- enter unprepared into conversations on familiar topics. (7B) (8A)
- follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. (7B) (8A)
- maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. (7B) (8A)
- express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (7B) (8A)
- follow much of what is said around him / her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. (7B) (P.E.-4) (8A)
- express his / her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. (7B) (P.E.-4) (8A)
- give brief comments on the views of others. (7B) (P.E.-4) (8A)
- compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. (7B) (P.E.-4) (8A)
- generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. (7B) (P.E.-4) (8B)
- give or seek personal views and opinions in discussing topics of interest. (7B) (P.E.-4) (8A) (8B)
- make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing). (7B) (P.E.-4) (8A) (8B)
- express belief, opinion, agreement and disagreement politely. (7B) (P.E.-4) (8A)(8B)
- find out and pass on straightforward factual information. (7B)
- ask for and follow detailed directions. (7B)
- obtain more detailed information. (7B)
- offer advice on simple matters within his/her field of experience. (7B)
- 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. (7B) (P.E.-4) (8A) (8B)
- give straightforward descriptions on a variety of familiar subjects within his / her field of interest. (7B) (8A) (8B)
- reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (7B) (8A) (8B)
- give detailed accounts of experiences, describing feelings and reactions. (7B) (8A) (8B)

- relate details of unpredictable occurrences, e.g. an accident. (7B) (8A) (8B)
- relate the plot of a book or film and describe his/her reactions. (7B) (8A) (8B)
- describe dreams, hopes and ambitions. (7B) (8A) (8B)
- describe events, real or imagined. (7B) (8A) (8B)
- narrate a story. (7B) (8A) (8B)
- write straightforward connected texts on a range of familiar subjects within his / her field of interest, by linking a series of shorter discrete elements into a linear sequence.(7B)
- write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. .(7B) (8B)
- write accounts of experiences, describing feelings and reactions in simple connected text. .(7B) (8B)
- write a description of an event, a recent trip – real or imagined. .(7B) (8B)
- ask someone to clarify or elaborate what he / she has just said. (7B) (8A) (8B)
- 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. (7B) (8A)(8B)
- take notes during a lecture, which are precise enough for his / her own use at a later date, provided the topic is within his / her field of interest and the talk is clear and well structured. (7B) (8A)
- 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. (7B) (P.E.-4) (8A) (8B)
- have a good range of vocabulary related to familiar topics and everyday situations. (7B) (P.E.-4) (8A) (8B)
- have a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events. (7B) (P.E.-4) (8A) (8B)
- use reasonably accurately a repertoire of frequently-used 'routines' and patterns associated with more predictable situations. (7B) (8A) (8B)
- have pronunciation which is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks. (7B) (8A) (8B)
- exploit a wide range of simple language flexibly to express much of what he / she wants. (7B) (8A) (8B)
- show awareness of the conventional structure of the text type concerned, when communicating his/her ideas. (7B) (8A) (8B)
- reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (7B) (8B)
- link a series of shorter, discrete simple elements into a connected, linear sequence of points. (7B)
- form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. (7B)
- make simple, logical paragraph breaks in a longer text. (7B)
- collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. (7B) (8B)
- show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (P.E.-4) (8A) (8B)
- use a wide range of simple vocabulary appropriately when talking about familiar topics. (P.E.-4) (8A) (8B)



- adapt his / her expression to deal with less routine, even difficult, situations. (P.E.-4) (8B)
- define the task in basic terms in a discussion and ask others to contribute their expertise and experience. (P.E.-4)
- give a prepared straightforward presentation on a familiar topic within his / her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. (8A)
- take follow up questions, but may have to ask for repetition if the speech was rapid. (8A)
- produce continuous writing, which is generally intelligible throughout; spelling, punctuation and layout are accurate enough to be followed most of the time. (8A) (8B)
- explain the main points in an idea or problem with reasonable precision. (8A) (8B)
- 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. (8A) (8B)
- keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.(8A) (8B)
- relay specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails). (8A)
- understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc., including short narratives. (8B)
- find and understand relevant information in everyday material, such as letters, brochures and short official documents (8B)
- pick out important information about preparation and usage on the labels on foodstuffs and medicine. (8B)
- assess whether an article, report or review is on the required topic. (8B)
- understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations. brochures and short official documents. (8B)
- use a simple word meaning something similar to the concept he / she wants to convey and invites 'correction'. (8B)
- foreignize a mother tongue word and ask for confirmation. (8B)
- summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech. (8B)
- paraphrase short written passages in a simple fashion, using the original text wording and ordering. (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. (8B)
- perform and respond to a wide range of language functions, using their most common exponents in a neutral register. (8B)
- be aware of the salient politeness conventions and acts appropriately. (8B)
- be aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own. (8B)
- convey simple, straightforward information of immediate relevance, getting across which point he / she feels is most important. (8B)
- express the main point he / she wants to make comprehensibly. (8B)

(LEVEL B2)

- understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. (7B) (8A) (8B)
- read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms. (7B) (8A) (8B)
- scan quickly through long and complex texts, locating relevant details. (7B) (8A) (8B)
- give clear, detailed descriptions on a wide range of subjects related to his field of interest. (7B) (8A)
- describe the personal significance of events and experiences in detail.o his field of interest. (7B) (8A)
- (in preparing for a potentially complicated or awkward situation) plan what to say in the event of different reactions, reflecting on what expression would be appropriate. (7B) (8A) (8B)
- plan what is to be said and the means to say it, considering the effect on the recipient/s. (7B) (8A) (8B)
- correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. (7B) (8A)
- make a note of 'favourite mistakes' and consciously monitor speech for it/them. (7B) (8A)
- express him/herself clearly and without much sign of having to restrict what he/she wants to say. (7B)
- have a good range of vocabulary for matters connected to his/her field and most general topics. (7B)
- vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (7B)
- produce the appropriate collocations of many words in most contexts fairly systematically. (7B)
- understand and use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it. (7B)
- 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. (7B) (8A) (8B)
- show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (7B) (8A) (8B)
- have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy. (7B) (8A) (8B)
- have lexical accuracy which is generally high, though some confusion and incorrect word choice does occur without hindering communication. (7B)
- generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility. (7B) (P.E.-4) (8B)
- produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions; spelling and punctuation are reasonably accurate but may show signs of mother tongue influence. (7B) (8A) (8B)
- adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. (7B) (8A) (8B)
- use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution. (7B) (8A) (8B)
- produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices. (7B) (8A) (8B)

- structure longer texts in clear, logical paragraphs (7B) (8B)
- produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. (7B) (8B)
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party. (7B) (8A) (8B)
- keep up with an animated conversation between speakers of the target language. (P.E.-4)
- understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. (P.E.-4)
- understand detailed instructions reliably. (P.E.-4)
- help along the progress of the work by inviting others to join in, say what they think, etc. (P.E.-4)
- outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. (P.E.-4)
- intervene appropriately in discussion, exploiting appropriate language to do so. (P.E.-4) (8A)
- initiate, maintain and end discourse appropriately with effective turn-taking. (P.E.-4) (8A)
- initiate discourse, take his turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. (P.E.-4) (8A)
- use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say. (P.E.-4) (8A)
- give feedback on and follow up statements and inferences and so help the development of the discussion. (P.E.-4)
- summarise and evaluate the main points of discussion on matters within his/her academic or professional competence. (P.E.-4)
- present his/her ideas in a group and pose questions that invite reactions from other group member' perspectives. (P.E.-4) (8A)
- understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (8A) (8B)
- carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. (8A) (8B)
- take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer. (8A) (8B)
- give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. (8A)
- depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression. (8A)
- ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points. (8A)
- express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. (8A) (8B)
- develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples. (8A)
- read correspondence relating to his/her field of interest and readily grasp the essential meaning. (8B)
- understand what is said in a personal email or posting even where some colloquial language is used. (8B)
- understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (8B)
- recognise when a text provides factual information and when it seeks to convince readers of something. (8B)
- recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. (8B)

	<ul style="list-style-type: none"> state requirements and ask detailed questions regarding more complex services, e.g. rental agreements. (8B) explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession. (8B) express news and views effectively in writing, and relate to those of others. (8B) write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. (8B) use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. (8B) highlight the main issues that need to be solved in a complex task and the important aspects that need to be taken into account. (8B) 						
WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
Week 7 2- 4 APRIL 2025	FILE 9 9A Lucky encounters	- third conditional (9A)	-making adjectives and adverbs (9A)	- sentence rhythm, weak pronunciation of <i>have</i> (9A)	- talking about luck (9A)	- listening to summarize (19A)	- understanding topic sentences (9A)
	FILE 9 9B Ask the teacher	- quantifiers (9B)	- electronic devices (9B)	- linking, <i>ough</i> and <i>augh</i> (9B)	- discussing digital habits (9B)	- understanding attitude (9B)	- understanding technical language (9B)
	WRITING PACK	The structure of a paragraph - Coherence - Arrangement - Transitions					
	Practical English: Episode 5	Unexpected events (p.g. 94-95) - asking indirect questions			EXTENSION ACTIVITY	ASSIGNMENTS	
	Revise and Check	TASKS AND NOTES <ul style="list-style-type: none"> Speaking Presentation Week MID-TERM MAKE-UP EXAM SELF ACCESS: <ul style="list-style-type: none"> Providing students with the feedback of their performance on Writing Task II Providing students with feedback related to their midterm exam performance with the exam analysis of their class. 			- English File Intermediate Online Practice File 9A /9B Check your progress File 9 Practical English Episode 5 Teacher's Resource Centre File 9 Quick Test File 9 Test - Oxford Reader's Bookshelf-reader(s)	Workbook - File 9A/9B Practical English Episode 5 -Can you remember ... ? 1-9 Photocopiables -9A Grammar: third conditional p.165 -10B Grammar: quantifiers p. 166	

LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE

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

(LEVEL B1)

- understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (9A)
- read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension. (9A)
- understand straightforward, factual texts on subjects relating to his/her interests or studies. (9A)
- understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor). (9A)
- identify the main conclusions in clearly signalled argumentative texts. (9A)
- recognize the line of argument in the treatment of the issue presented, though not necessarily in detail. (9A)
- recognize significant points in straightforward newspaper articles on familiar subjects. (9A)
- understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading. (9A)
- understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions. (9A)
- 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). (9A)
- generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. (9A)
- give or seek personal views and opinions in discussing topics of interest. (9A)
- make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing). (9A)
- express belief, opinion, agreement and disagreement politely. (9A)
- 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. (9A)
- give straightforward descriptions on a variety of familiar subjects within his / her field of interest. (9A)
- reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (9A)
- give detailed accounts of experiences, describing feelings and reactions. (9A)
- relate details of unpredictable occurrences, e.g. an accident. (9A)

- relate the plot of a book or film and describe his/her reactions. (9A)
- describe dreams, hopes and ambitions. (9A)
- describe events, real or imagined. (9A)
- narrate a story. (9A)
- express opinions on subjects relating to everyday life, using simple expressions. (9A)
- briefly give reasons and explanations for opinions, plans and actions. (9A)
- say whether or not he/she approves of what someone has done and give reasons to justify this opinion. (9A)
- 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. (9A)
- correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem(9A)
- ask for confirmation that a form used is correct. (9A)
- start again using a different tactic when communication breaks down. (9A)
- 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. (9A)
- have a good range of vocabulary related to familiar topics and everyday situations. (9A)(9B) (P.E.-5)
- have a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events. (9A)(9B) (P.E.-5)
- show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (9A)
- use a wide range of simple vocabulary appropriately when talking about familiar topics. (9A)
- show awareness of the conventional structure of the text type concerned, when communicating his/her ideas. (9A)
- reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (9A)
- 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. (9A)
- collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. (9A)(9B)
- write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his / her everyday life, getting across comprehensibly the points he / she feels are important. (9B)
- take messages over the phone containing several points, provided that the caller dictates these clearly and sympathetically. (9B)

- write short, simple essays on topics of interest. (9B)
- write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion. (9B)
- summarize, report and give his / her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence. (9B)
- identify unfamiliar words from the context on topics related to his / her field and Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text. (9B)
- extrapolate the meaning of a section of a text by taking into account the text as a whole. (9B)
- identify unfamiliar words from the context on topics related to his / her field and interests. (9B)
- extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (9B)
- follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. (P.E.-5)
- catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. (P.E.-5)

(LEVEL B2)

- understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand (9A) (P.E.-5)
- understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialization. (9A)
- follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. (9A)
- read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively; have a broad active reading vocabulary, but may experience some difficulty with low frequency idioms. (9A) (9B)
- scan quickly through long and complex texts, locating relevant details. (9A) (9B)
- take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (9A) (9B)
- (with some effort) catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. (9A) (9B)
- account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (9A) (9B)

- express him/herself clearly and without much sign of having to restrict what he/she wants to say. (9A)
- 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. (9A) (P.E.-5)
- show relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (9A) (9B)
- have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy. (9A) (9B)
- has lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. (9A)
- generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility. (9A) (9B) (P.E.-5)
- use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution. (9A)
- produce text that is generally well-organised and coherent, using a range of linking words and cohesive devices. (9A)
- structure longer texts in clear, logical paragraphs. (9A)
- understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (9B) (P.E.-5)
- understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (9B)
- recognise when a text provides factual information and when it seeks to convince readers of something. (9B)
- recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. (9B)
- engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. (9B)
- sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. (9B)
- convey degrees of emotion and highlight the personal significance of events and experiences. (9B)
- write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources. (9B)
- write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. (9B)
- synthesize information and arguments from a number of sources. (9B)
- (in preparing for a potentially complicated or awkward situation) plan what to say in the event of different reactions, reflecting on what expression would be appropriate. (9B)
- plan what is to be said and the means to say it, considering the effect on the recipient/s. (9B)

- correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. (9B)
- make a note of 'favourite mistakes' and consciously monitor speech for it/them. (9B)
- have a good range of vocabulary for matters connected to his/her field and most general topics. (9B)
- vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (9B)
- produce the appropriate collocations of many words in most contexts fairly systematically. (9B)
- understand and use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it. (9B)
- produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions; spelling and punctuation are reasonably accurate but may show signs of mother tongue influence. (9B)
- use a variety of linking words efficiently to mark clearly the relationships between ideas. (9B)
- produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. (9B) (P.E.-5)
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party. (9B) (P.E.-5)
- adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. (P.E.-5)
- express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. (P.E.-5)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
Week 8 7-11 APRIL 2025	FILE 10 10A Idols and icons	- relative clauses: defining non defining (10A)	- compound nouns (10A)	- word stress (10A)	- talking about people and things that you admire (10A)	- listening for facts (10A)	-- reading with purpose (10 A)
	FILE 10 10B And the murder is ...	- question tags (10B)	- crime (10B)	- intonation in question tags (10B)	- police interview role play (10B)	- taking notes (10B)	- understanding referencing (10B)
	WRITING PACK	The structure of a paragraph - Editing - Peer editing - Giving constructive suggestions					
	Practical English: Episode				EXTENSION ACTIVITY	ASSIGNMENTS	



	<p>Revise and Check 9&10</p>	<p>pg.104-105</p>	<p>- English File Intermediate Online Practice File 10A /10B Check your progress File 10 Teacher's Resource Centre File 10 Quick Test File 10 Test Progress Test Files 6-10 End of course Test - Oxford Reader's Bookshelf-reader(s)</p>	<p>- Workbook File 10A /10B Photocopiables - 10A Grammar: relative clauses: defining non-defining p. 167 - 10B: Question tags p. 168</p>
	<p>TASKS AND NOTES</p>			
	<p>SELF ACCESS</p> <ul style="list-style-type: none"> • Providing students with the feedback of their performance in 'speaking presentations'. • Providing students with the necessary information and guidance for upcoming ELT exams. 			
<p>LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE</p>				
<p>By the end of the week(s), learners will be able to... (LEVEL B1)</p> <ul style="list-style-type: none"> • understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (10A) • enter unprepared into conversations on familiar topics. (10A) (10B) • follow clearly articulated speech directed at him / her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. (10A) (10B) • maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he / she would like to. (10A) (10B) • express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (10A) (10B) • follow much of what is said around him / her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. (10A) • express his / her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. (10A) • give brief comments on the views of others. (10A) • compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. (10A) • generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. (10A) • give or seek personal views and opinions in discussing topics of interest. (10A) • make his / her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing). (10A) 				

- express belief, opinion, agreement and disagreement politely(10A)
- 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. (10A) (10B)
- write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. (10A)
- write accounts of experiences, describing feelings and reactions in simple connected text. (10A)
- write a description of an event, a recent trip – real or imagined. (10A)
- narrate a story. (10A) (10B)
- write short, simple essays on topics of interest. (10A)
- write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion. (10A)
- summarize, report and give his / her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence. (10A)
- summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech. (10A)
- paraphrase short written passages in a simple fashion, using the original text wording and ordering. (10A)
- have a good range of vocabulary related to familiar topics and everyday situations. (10A) (10B)
- have a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her everyday life such as family, hobbies and interests, work, travel, and current events. (10A) (10B)
- have pronunciation which is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks. (10A)
- exploit a wide range of simple language flexibly to express much of what he / she wants. (10A) (10B)
- collaborate in simple, shared tasks and work towards a common goal by asking and answering straightforward questions. (10A)
- read straightforward factual texts on subjects related to his / her field and interest with a satisfactory level of comprehension.(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)
- scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use, desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (10B)
- 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. (10B)

- take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems. (10B)
- follow argumentation and discussion on a familiar or predictable topic, provided the points are made in relatively simple language and/or repeated, and opportunity is given for clarification. (10B)
- find out and pass on straightforward factual information. (10B)
- ask for and follow detailed directions. (10B)
- obtain more detailed information. (10B)
- offer advice on simple matters within his/her field of experience. (10B)
- provide concrete information required in an interview / consultation (e.g. describe symptoms to a doctor) but does so with limited precision. (10B)
- carry out a prepared interview, checking and confirming information, though he / she may occasionally have to ask for repetition if the other person's response is rapid or extended. (10B)
- give straightforward descriptions on a variety of familiar subjects within his / her field of interest. (10B)
- reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (10B)
- give detailed accounts of experiences, describing feelings and reactions. (10B)
- relate details of unpredictable occurrences, e.g. an accident. (10B)
- relate the plot of a book or film and describe his/her reactions. (10B)
- describe dreams, hopes and ambitions. (10B)
- describe events, real or imagined. (10B)
- exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation, in order to better understand the argumentation in a text. (10B)
- extrapolate the meaning of a section of a text by taking into account the text as a whole. (10B)
- identify unfamiliar words from the context on topics related to his / her field and interests. (10B)
- extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (10B)
- initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest. (10B)
- show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (10B)
- use a wide range of simple vocabulary appropriately when talking about familiar topics. (10B)
- convey simple, straightforward information of immediate relevance, getting across which point he / she feels is most important. (10B)
- express the main point he / she wants to make comprehensibly. (10B)

(LEVEL B2)

- understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. (10A) (10B)
- read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms. (10A) (10B)
- scan quickly through long and complex texts, locating relevant details. (10A) (10B)
- obtain information, ideas and opinions from highly specialized sources within his/her field. (10A) (10B)
- understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. (10A)
- use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas
- communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. (10A) (10B)
- take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (10A)
- (with some effort) catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. (10A)
- account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. (10A)
- write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources. (10A)
- (in preparing for a potentially complicated or awkward situation) plan what to say in the event of different reactions, reflecting on what expression would be appropriate. (10A)
- plan what is to be said and the means to say it, considering the effect on the recipient/s. (10A)
- correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. (10A)
- make a note of 'favourite mistakes' and consciously monitor speech for it/them. (10A)
- express him/herself clearly and without much sign of having to restrict what he/she wants to say. (10A) (10B)
- have a good range of vocabulary for matters connected to his/her field and most general topics. (10A) (10B)
- vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (10A) (10B)
- produce the appropriate collocations of many words in most contexts fairly systematically. (10A) (10B)

- understand and use much of the specialist vocabulary of his/her field but has problems with specialist terminology outside of it. (10A) (10B)
- 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. (10A) (10B)
- show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (10A) (10B)
- have a good command of simple language structures and some complex grammatical forms, although he/she tends to use complex structures rigidly with some inaccuracy. (10A) (10B)
- generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility. (10A) (10B)
- produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions; spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.
- use a variety of linking words efficiently to mark clearly the relationships between ideas.
- produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. (10A) (10B)
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party. (10A) (10B)
- present his/her ideas in a group and pose questions that invite reactions from other group member' perspectives.
- understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his / her field of specialization. (10B)
- follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. (10B)
- keep up with an animated conversation between speakers of the target language. (10B)
- understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc. (10B)
- engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. (10B)
- sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. (10B)
- convey degrees of emotion and highlight the personal significance of events and experiences. (10B)
- give clear, detailed descriptions and presentations on a wide range of subjects related to his / her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. (10B)
- help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. (10B)

	<ul style="list-style-type: none">• summarise the point reached at a particular stage in a discussion and propose the next steps. (10B)• ask follow up questions to check that he / she has understood what a speaker intended to say, and get clarification of ambiguous points. (10B)• have a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films. (10B)• use a limited number of cohesive devices to link his / her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution. (10B)
	REVISION WEEK
Week 9 14-18 APRIL 2025	TASKS AND NOTES <ul style="list-style-type: none">• MODULE 3 EMT (End of Module Test)• Reader Certificate Submission• Writing Portfolio Submission• Assignments (Workbook & Extra Materials) Submission• Completion of the English File Online Activities SELF ACCESS:
COURSE MATERIALS	English File Intermediate Student's Book Fourth Edition English File Intermediate Workbook Fourth Edition English File Intermediate Teacher's Guide Fourth Edition Module 3- Writing Pack