

KARADENİZ TECHNICAL UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
2025-2026 ACADEMIC YEAR – FIRST PERIOD
MODULE 3 SYLLABUS (B1)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	WRITING	LISTENING	READING
WEEK 1 09-13 FEBRUARY 2026	FILE 1 1A How we eat	-Present simple and continuous, action and non-action verbs (1A)	-Food and cooking (1A)	- Short and long vowel sounds (1A)	- Asking for food preferences; agreeing and disagreeing (1A)		-understanding key words in questions, predicting content using visual clues (1A)	- Using personal experience to understand a text (1A)
	FILE 1 1B Happy 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 family, politely refusing to talk about something; retelling a story (1B)	- Describing a person (1B)	- understanding a story (1B)	- Identifying reasons (1B)
	FILE 2 2A Spend or save?	- Present perfect and past simple	- Money	- The letters <i>o</i> and <i>or</i> (2A)	- talking about spending habit; asking for more information (2A)		- Understanding the order of events (2A)	- Understanding paragraph topics; using personal experience to respond a text (2A)
	Practical English episode 1:	Surprise meetings (<i>pg.16-17</i>) - reacting to what people say						

WEEK 1 09-13 FEBRUARY 2026	Revise and Check	EXTENSION ACTIVITY	ASSIGNMENTS
	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 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.159 -Introduction / Grammar: Don't make these mistakes p. 160 -1A Grammar: present simple and continuous, action and non-action verbs p.161 -1B Grammar: future forms: present continuous, be going to, will / won't p.162 -2A Grammar: present perfect and past simple p.163
	LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL B1) By the end of the week(s), learners will be able to... <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 people articulate clearly in a generally familiar variety. (1A) (1B) (P.E.-1) (2A) understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (1A) (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. (1A) (P.E.-1) (2A) 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. (1B) 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, e-mails or postings giving a relatively detailed account of events and experiences. (1B) understand straightforward, factual texts on subjects relating to their interests or studies. (1A) (1B) (2A) identify the main conclusions in clearly signalled argumentative texts. (1A) (1B) recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. (1A) (1B) (2A) extrapolate the meaning of a section of a text by taking into account the text as a whole. (1A) (2A) identify the meaning of unfamiliar words/signs from the context on topics related to their field and interests. (1A) (2A) exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. (1A) (2A) exploit a wide range of simple language flexibly to express much of what they want. (P.E.-1) enter unprepared into conversation on familiar topics. (1A) (1B) (P.E.-1) (2A) 		

- 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) (P.E.-1) (2A)
- express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (P.E.-1) (2A)
- maintain a conversation or discussion but may sometimes be difficult to follow when trying to express exactly what they would like to. (P.E.-1) (2A)
- follow much of everyday conversation and discussion, provided it is clearly articulated in standard language or in a familiar variety. (1A) (1B) (P.E.-1)
- generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety. (1A) (1B)
- follow clearly articulated speech/sign directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases. (1A) (P.E.-1) (2A)
- give or seek personal views and opinions in discussing topics of interest. (1A) (1B) (2A)
- express beliefs, opinions and agreement and disagreement politely. (1A)
- read straightforward factual texts on subjects related to their field of 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) (1B) (2A)
- find out and pass on straightforward factual information. (1A)
- give straightforward descriptions on a variety of familiar subjects within their field of interest. (1A) (2A)
- give detailed accounts of experiences, describing feelings and reactions. (1A) (1B)
- 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 film. (1A) (P.E.-1) (2A)
- have a good range of vocabulary related to familiar topics and everyday situations. (1A) (1B) (P.E.-1)
- have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel and current events. (1B) (P.E.-1) (2A)
- communicate with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (1A) (1B)
- 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 discussing familiar topics. (1A) (1B) (2A)
- have pronunciation which is generally intelligible; intonation and stress at both utterance and word levels do not prevent understanding of the message. Accent is usually influenced by the other language(s) they speak. (1A) (1B) (P.E.-1) (2A)
- exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. (1A)
- express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de- sacs”, they are able to keep going effectively without help. (1A) (1B) (P.E.-1) (2A)
- collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. (1A)
- collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. (1A)
- use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. (1B)
- compose personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point they feel to be important. (1B)
- create short, simple imaginary biographies and simple poems about people. (1B)

- reasonably fluently relate a straightforward narrative or description as a sequence of points. (1B)
- describe events, real or imagined. (1B) (2A)
- describe dreams, hopes and ambitions (2A)
- narrate a story. (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) they want to get across, exploiting any resources available and limiting the message to what they can recall or find the means to express. (1B)
- produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time. (1B)
- link a series of shorter, discrete simple elements into a connected, linear sequence of points. (1B)
- form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. (1B)
- make simple, logical paragraph breaks in a longer text. (1B)
- explain the main points in an idea or problem with reasonable precision. (1B)
- relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A). (1B)
- perform and respond to a wide range of language functions, using their most common exponents in a neutral register. (P.E.-1)
- be aware of the salient politeness conventions and acts appropriately. (P.E.-1)
- use questions, comments and simple reformulations to maintain the focus of a discussion. (2A)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	WRITING	LISTENING	READING
WEEK 2 13-20 FEBRUARY 2026	FILE 2 2B Life changing	- Present perfect + for / since, present perfect continuous (2B)	- Strong adjectives; exhausted, amazed, etc. (2B)	- Sentence stress (2B)	- Asking about how long (+present perfect forms); using strong adjectives (2B)	- A thank-you email	- Using subtitles and other visual clues to understand the main information; understanding information in order to express personal opinions (2B)	- Reading for detail (2B)
	FILE 3 3A Who got first?	- Choosing between comparatives and superlatives (3A)	- Transport (3A)	- /ʃ/, /dʒ/, and /tʃ/, linking (3A)	- Role-play being a tourist; giving your opinion (3A)	- An article for a website	- Confirming predictions; using own knowledge to understand factual information (3A)	- Using detail to make predictions (3A)
	FILE 3 3B Challenging stereotypes	- Articles: a / an / the, no article (3B)	- Collocation: verbs / adjectives + prepositions (3B)	- /ə/, two pronunciations of the (3B)	- Generalizing; using collocations (words/adjectives prepositions) (3B)		- Understanding the evaluation of a concept(3B)	- understanding the different between two concepts (3B)
	Practical English Episode 2: Images of London (pg.36-37) - giving opinions							
	Revise and Check 1&2	pg.26-27						
	TASKS AND NOTES SELF ACCESS: <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.							
					English File Intermediate Online Practice 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.164 - 3A Grammar: choosing between comparatives and superlatives p.165 - 3B Grammar: articles: a / an / the, no article p.166	

LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES (LEVEL B1)

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

- understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (2B) (3A) (3B)
- understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (2B) (3A)
- 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. (2B) (P.E.-2)
- understand the main points of news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (3B)
- understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading. (3B)
- follow much of everyday conversation and discussion, provided it is clearly articulated in standard language or in a familiar variety. (3A) (P.E.-2)
- follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. (3A)
- follow clearly articulated speech/sign directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases. (3A)
- catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. (3A)
- read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension. (2B) (3A)
- 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. (3A) (3B)
- generally follow the main points in an informal discussion with friends provided they articulate clearly in standard language or a familiar variety. (2B) (3A) (3B) (P.E.-2)
- give or seek personal views and opinions in discussing topics of interest. (2B) (3A) (3B) (P.E.-2)
- give detailed accounts of experiences, describing feelings and reactions. (2B)
- give simple, clear instructions to organise an activity. (3A)
- briefly give reasons and explanations for opinions, plans and actions. (3B)
- use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. (2B) (3B)
- compose personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point they feel to be important. (2B)
- compose personal letters describing experiences, feelings and events in some detail. (2B)
- compose very simple personal letters expressing thanks and apology. (2B)
- reasonably fluently relate a straightforward narrative or description as a sequence of points. (2B)
- reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points. (3A)
- initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest. (2B) (3A)
- work out how to communicate the main point(s) they want to get across, exploiting any resources available and limiting the message to what they can recall or find the means to express. (2B) (3A)
- 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 film. (3A) (P.E.-2)
- have a good range of vocabulary related to familiar topics and everyday situations. (2B) (3A) (3B) (P.E.-2)

- have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel and current events. (2B) (3A) (3B)
- communicate with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (2B) (3A) (3B)
- use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. (2B) (3A)
- show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (2B) (3A) (3B)
- use a wide range of simple vocabulary appropriately when discussing familiar topics. (2B) (3A) (3B)
- have pronunciation which is generally intelligible; intonation and stress at both utterance and word levels do not prevent understanding of the message. Accent is usually influenced by the other language(s) they speak. (2B) (3A) (P.E.-2)
- produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time. (2B)
- produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. (3A)
- produce a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, and give and justify their opinion. (3A)
- extrapolate the meaning of a section of a text by taking into account the text as a whole. (3A)
- identify the meaning of unfamiliar words/signs from the context on topics related to their field and interests. (3A)
- identify the main conclusions in clearly signalled argumentative texts. (3B)
- enter unprepared into conversations on familiar topics. (3A) (3B)
- maintain a conversation or discussion but may sometimes be difficult to follow when trying to express exactly what they would like to. (3A)
- link a series of shorter, discrete simple elements into a connected, linear sequence of points. (2B)
- form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. (2B)
- make simple, logical paragraph breaks in a longer text. (2B)
- explain the main points in an idea or problem with reasonable precision. (2B)
- express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de- sacs”, they are able to keep going effectively without help. (2B) (3A) (3B) (P.E.-2)
- express beliefs, opinions and agreement and disagreement politely. (3A) (3B) (P.E.-2)
- express opinions on subjects relating to everyday life, using simple expressions. (3B)
- ask people to elaborate on specific points they made in their initial explanation. (2B) (3A)
- ask appropriate questions to check understanding of concepts that have been explained. (3A)
- ask questions to invite people to clarify their reasoning. (3A)
- deal with most transactions likely to arise while travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit. (3A)
- find out and pass on straightforward factual information. Can ask for and follow detailed directions. (3A)
- exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. (3A)
- exploit a wide range of simple language flexibly to express much of what they want. (P.E.-2)
- summarise the point reached in a discussion and so help focus the argument. (3A)
- summarise simply (in Language B) the main information content of straightforward texts (in Language A) on familiar subjects (e.g. a short record of an interview, magazine article, travel brochure). (3B)

	<ul style="list-style-type: none">• recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. (3B)• recognise significant points in straightforward news articles on familiar subjects. (3B)• perform and respond to a wide range of language functions, using their most common exponents in a neutral register. (P.E.-2)• be aware of the salient politeness conventions and acts appropriately. (P.E.-2)
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WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	WRITING	LISTENING	READING
WEEK 3 23-27 FEBRUARY 2026	FILE 4 4A Modern manners	- Obligation and prohibition: have to, must, should (4A)	- Phone language (4A)	- Silent consonants (4A)	-Talking about phone use; saying what you think is right (4A)	- An email of complaints (4A)	- Understanding problems and advice (4A)	- Assessing a point of view (4A)
	FILE 4 4B Yes, we can!	- Ability and possibility: can, could, be able to (4B)	- -ed /-ing adjectives (4B)	- Sentence stress (4B)	- Talking about ability and possibility; talking about tips for learning English (4B)		- Understanding tips and benefits; listening for gist (4B)	- Working out meaning from context (4B)
	FILE 5 5A Good sports	- Past tenses: simple, continuous, perfect (5A)	- Sport. (5A)	- /ɔ: / and /ɜ: / (5A)	- Talking about sport; telling an anecdote(5A)	- Telling a story (5A)	- Understanding an interview (5A)	- understanding how examples support main points (5A)
	Practical English:					EXTENSION ACTIVITY		ASSIGNMENTS
	Revise and Check 3&4	pg.46-47				English File Intermediate Online Practice 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. 167 -4B Grammar: ability and possibility: can, could, be able to p.168 -5A Grammar: past tenses: simple, continuous, prefect p. 169
	TASKS AND NOTES							
SELF ACCESS:								
• Writing Portfolio Task 1 (Week 3)								
• 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
<p>WEEK 3</p> <p>23-27 FEBRUARY 2026</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 main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives. (4A) • understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (4A) (4B) • understand straightforward personal letters, e-mails or postings giving a relatively detailed account of events and experiences. (4A) • 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). (4A) • understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (4B) (5A) • 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. (4B) • understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading. (5A) • follow much of everyday conversation and discussion, provided it is clearly articulated in standard language or in a familiar variety. (4A) (4B) (5A) • follow clearly articulated speech/sign directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases. (4A) (5A) • generally follow the main points in an informal discussion with friends provided they articulate clearly in standard language or a familiar variety. (4A) (5A) • read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension. (4A) (4B) (5A) • 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. (4A) (4B) (5A) • extrapolate the meaning of a section of a text by taking into account the text as a whole. (4A) (4B) • identify the meaning of unfamiliar words/signs from the context on topics related to their field and interests. (4A) (4B) • exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. (4A) (4B) (5A) • enter unprepared into conversation of familiar topics. (4A) (4B) (5A) • express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). (4A) (4B) (5A) • find out and pass on straightforward factual information. (4A) • convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with reasonable precision. (4A) • compose basic formal e-mails/letters (e.g. to make a complaint and request action). (4A) • 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 film. (4A) (5A) • have a good range of vocabulary related to familiar topics and everyday situations. (4A) (4B) (5A) • have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel and current events. (4A) (4B) (5A) • communicate with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (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) (5A)
- use a wide range of simple vocabulary appropriately when discussing familiar topics. (4A) (5A)
- have pronunciation which is generally intelligible; intonation and stress at both utterance and word levels do not prevent understanding of the message. Accent is usually influenced by the other language(s) they speak. (4A) (4B) (5A)
- perform and respond to a wide range of language functions, using their most common exponents in a neutral register. (4A)
- be aware of the salient politeness conventions and acts appropriately. (4A)
- express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de- sacs”, they are able to keep going effectively without help. (4A) (4B) (5A)
- express beliefs, opinions and agreement and disagreement politely. (4B) (5A)
- give or seek personal views and opinions in discussing topics of interest. (5A)
- give detailed accounts of experiences, describing feelings and reactions. (5A)
- give straightforward, detailed descriptions on a range of familiar subjects within their field of interest. (5A)
- give accounts of experiences, describing feelings and reactions in simple, connected text. (5A)
- give a description of an event, a recent trip – real or imagined. (5A)
- describe events, real or imagined. (5A)
- narrate a story. (5A)
- collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. (4A)
- collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. (4A)
- use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. (4B) (5A)
- reasonably fluently relate a straightforward narrative or description as a sequence of points. (4B) (5A)
- describe dreams, hopes and ambitions. (4B)
- relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A). (4B) (5A)
- recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. (5A)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	WRITING	LISTENING	READING
WEEK 4 02-06 MARCH 2026	FILE 5 5B Best friends forever	- Past and present habits and states (5B)	- Relationships (5B)	- The letter s, used to (5B)	- Talking about relationships; talking about past and present habits; presenting an opinion (5B)		- Understanding facts and supporting information (5B)	- Understanding a relationship story (5B)
	FILE 6 6A Extra information	- Passive (all tenses) (6A)	- Cinema (6A)	- Regular and irregular past participles (6A)	- Talking about cinema (6A)	- A film review	- Focusing on content words for note-taking (6A)	- Identifying positive and negative connotation (6A)
	Practical English Episode 3 :	The day before the show (pg.56-57) - Permissions and requests				EXTENSION ACTIVITY		ASSIGNMENTS
	Revise and Check					- English File Intermediate Online Practice 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. 170 - 6A Grammar: passive (all tenses) p.171
	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 (LEVEL B1)

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

- understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives. (5B)
- understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (5B) (6A)
- understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (P.E.-3) (6A)
- 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.-3) (6A)
- understand straightforward, factual texts on subjects relating to their interests or studies. (6A)
- follow much of everyday conversation and discussion, provided it is clearly articulated in standard language or in a familiar variety. (5B) (P.E.-3) (6A)
- generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety. (5B)
- read straightforward factual texts on subjects related to their field of 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)
- give or seek personal views and opinions in discussing topics of interest. (5B) (6A)
- briefly give reasons and explanations for opinions, plans and actions. (5B)
- give detailed accounts of experiences, describing feelings and reactions. (5B)
- give a simple review of a film, book or TV programme using a limited range of language. (6A)
- reasonably fluently relate a straightforward narrative or description as a sequence of points. (5B)
- express opinions on subjects relating to everyday life, using simple expressions. (5B)
- express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help. (5B) (P.E.-3) (6A)
- initiate, maintain and close simple, face-to-face conversation on topics that are familiar or of personal interest. (5B)
- work out how to communicate the main point(s) they want to get across, exploiting any resources available and limiting the message to what they can recall or find the means to express. (5B) (6A)
- 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 film. (5B) (6A)
- have a good range of vocabulary related to familiar topics and everyday situations. (6A)
- have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel and current events. (5B) (6A)
- communicate with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (5B) (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 reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. (5B) (6A)
- use a wide range of simple vocabulary appropriately when discussing familiar topics. (5B) (6A)
- use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. (6A)

- have pronunciation which is generally intelligible; intonation and stress at both utterance and word levels do not prevent understanding of the message. Accent is usually influenced by the other language(s) they speak. (5B) (P.E.-3) (6A)
- perform and respond to a wide range of language functions, using their most common exponents in a neutral register. (5B) (P.E.-3)
- be aware of the salient politeness conventions and acts appropriately. (5B)
- 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 their own community. (5B)
- explain the main points in an idea or problem with reasonable precision. (5B)
- ask a group member to give the reason(s) for their views. (5B)
- ask for a favour (e.g. to borrow something), can offer a favour, and can respond if someone asks them to do a favour for them. (P.E.-3)
- repeat part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. (5B)
- exploit a wide range of simple language flexibly to express much of what they want. (P.E.-3)
- recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. (6A)
- recognise significant points in straightforward news articles on familiar subjects. (6A)
- extrapolate the meaning of a section of a text by taking into account the text as a whole. (6A)
- exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. (6A)
- enter unprepared into conversation of familiar topics (6A)
- 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). (6A)
- summarise and give their opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail. (6A)
- take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the lecture is both formulated in simple language and articulated clearly. (6A)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	WRITING	LISTENING	READING
WEEK 5 09-13 MARCH 2026	FILE 6 6B In the picture	-Modals of deduction: might, can't must (6B)	-The body (6B)	- Diphthongs (6B)	- Talking about profile photos (6B)		- Checking assumptions, understanding advice (6B)	- Interpreting visual information (6B)
	FILE 7 7A Term time	- First conditionals and future time clauses + when, until, etc. (7A)	- Education (7A)	- The letter <i>u</i> (7A)	- Talking about your education; organizing and presenting your opinions (7A)		- Checking predictions (7A)	- Understanding points of view (7A)
	Practical English: Episode					EXTENSION ACTIVITY		ASSIGNMENTS
	Revise and Check 5&6	<i>pg.66,67</i>				English File Intermediate Online Practice 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. 172 - 7A Grammar: first conditional and future time clauses + when, until, etc. p. 173
	TASKS AND NOTES <ul style="list-style-type: none">MIDTERM EXAM							
	SELF ACCESS: <ul style="list-style-type: none">Providing students with feedback related to their performance on online activities.Providing students with feedback related to the online readers.							
		LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL B1) By the end of the week(s), learners will be able to... <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 people articulate clearly in a generally familiar variety. (6B)understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (6B) (7A)understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives. (7A)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). (7A)follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. (6B)follow clearly articulated speech/sign directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases. (7A)generally follow the main points in an informal discussion with friends provided they articulate clearly in standard language or a familiar variety. (7A)						

		<ul style="list-style-type: none"> ● 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. (7A) ● catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. (6B) ● read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension. (6B) (7B) ● scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use. (6B) ● recognise significant points in straightforward news articles on familiar subjects. (6B) ● enter unprepared into conversations on familiar topics. (6B) ● give or seek personal views and opinions in discussing topics of interest. (6B) (7A) ● briefly give reasons and explanations for opinions, plans and actions. (7A) ● give a prepared straightforward presentation on a familiar topic within their 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. (7A) ● 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 film. (7A) ● have a good range of vocabulary related to familiar topics and everyday situations. (6B) ● have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel and current events. (6B) (7A) ● communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (6B) (7A) ● show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (6B) (7A) ● reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. (7A) ● use a wide range of simple vocabulary appropriately when discussing familiar topics. (6B) ● use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. (7A) ● have pronunciation which is generally intelligible; intonation and stress at both utterance and word levels do not prevent understanding of the message. Accent is usually influenced by the other language(s) they speak. (6B) (7A) ● express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help. (6B) (7A) ● express beliefs, opinions and agreement and disagreement politely. (7A) ● express opinions on subjects relating to everyday life, using simple expressions. (7A) ● exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. (7A) ● enter unprepared into conversation on familiar (7A) ● express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). (7A) ● summarise and give their opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail. (7A) ● support an intercultural exchange using a limited repertoire to introduce people from different cultural backgrounds and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned. (7A)
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		<ul style="list-style-type: none"> • understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives. (7B) • understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the delivery is slow and clear. (8B) • 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. (7B) (P.E.-4) (8A) (8B) • understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (P.E.-4) (8A) (8B) • understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (8A) • understand straightforward, factual texts on subjects relating to their interests or studies. (8A) • follow much of everyday conversation and discussion, provided it is clearly articulated in standard language or in a familiar variety. (P.E.-4) (8A) (8B) • generally, follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety. (P.E.-4) (8A) • follow clearly articulated speech/sign directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases. (8A) • read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension. (7B) (8A) (8B) • extrapolate the meaning of a section of a text by taking into account the text as a whole. (7B) (8B) • scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use. (7B) • 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. (8A) (8B) • enter unprepared into conversations on familiar topics. (7B) (P.E.-4) (8B) • give or seek personal views and opinions in discussing topics of interest. (7B) (8A) • make their opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, or how to organise an event (e.g. an outing). (7B) • make simple, logical paragraph breaks in a longer text. (7B) • reasonably fluently relate a straightforward narrative or description as a sequence of points. (7B) • produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. (7B) • produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time. (7B) • give or seek personal views and opinions in discussing topics of interest. (8B) • give detailed accounts of experiences, describing feelings and reactions. (8B) • give straightforward, detailed descriptions on a range of familiar subjects within their field of interest. (7B) (8A) • give a prepared straightforward presentation on a familiar topic within their 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)
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		<ul style="list-style-type: none"> • work out how to communicate the main point(s) they want to get across, exploiting any resources available and limiting the message to what they can recall or find the means to express. (7B) • 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 film. (7B) (P.E.-4) (8A) • have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel and current events. (7B) (P.E.-4) (8A) (8B) • have a good range of vocabulary related to familiar topics and everyday situations. (P.E.-4) (8A) (8B) • communicate with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (7B) (8A) (8B) • show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (7B) (8A) (8B) • use a wide range of simple vocabulary appropriately when discussing familiar topics. (7B) (8A) (8B) • use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. (8A) (8B) • have pronunciation which is generally intelligible; intonation and stress at both utterance and word levels do not prevent understanding of the message. Accent is usually influenced by the other language(s) they speak. (7B) (P.E.-4) (8A) (8B) • express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help. (7B) (P.E.-4) (8A) (8B) • express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (P.E.-4) (8B) • perform and respond to a wide range of language functions, using their most common exponents in a neutral register. (7B) (P.E.-4) (8B) • be aware of the salient politeness conventions and acts appropriately. (P.E.-4) (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 their own community. (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) • exploit a wide range of simple language flexibly to express much of what they want. (P.E.-4) • exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation on familiar topics, and 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). (8A) • recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. (8A) • recognise significant points in straightforward news articles on familiar subjects. (8A) • find out and pass on straightforward factual information. (8A) • compose basic e-mails/letters of a factual nature (e.g. to request information or to ask for and give confirmation). (8A) • compose a basic letter of application with limited supporting details. (8A) • reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points. (8A) • reasonably fluently relate a straightforward narrative or description as a sequence of points. (8B) • describe dreams, hopes and ambitions. (8A) • describe events, real or imagined. (8A)
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		<ul style="list-style-type: none"> • narrate a story. (8B) • take follow-up questions, but may have to ask for repetition if the delivery is rapid. (8A) • ask a group member to give the reason(s) for their views. (8A) • identify the meaning of unfamiliar words/signs from the context on topics related to their field and interests. (8B) • make a complaint. (8B) • order a meal. (8B) • point out when something is wrong (e.g. “The food is cold” or “There is no light in my room”). (8B) • explain the main points in an idea or problem with reasonable precision. (8B) • explain why certain parts or aspects of a work especially interested them. (8B) • explain briefly the feelings and opinions that a work provoked in them. (8B)
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[illegible]

		<ul style="list-style-type: none"> • read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension. (9A) (9B) • 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. (9A) • scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use. (9B) • recognise significant points in straightforward news articles on familiar subjects. (9A) • exploit a wide range of simple language to deal with most situations likely to arise whilst travelling(9A) (P.E.-5) • enter unprepared into conversation of familiar topics (9A) (9B) • extrapolate the meaning of a section of a text by taking into account the text as a whole. (9B) • identify the meaning of unfamiliar words/signs from the context on topics related to their field and interests. (9B) • 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) • express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (9B) • express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help. (9A) (9B) (P.E.-5) • express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (9A) • give straightforward descriptions on a variety of familiar subjects within their field of interest. (9A) • give or seek personal views and opinions in discussing topics of interest. (9B) • describe events, real or imagined. (9A) • narrate a story. (9A) • 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 film. (9B) • have a good range of vocabulary related to familiar topics and everyday situations. (9A) (9B) (P.E.-5) • have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel and current events. (9A) (9B) (P.E.-5) • communicate with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (9A) (9B) (P.E.-5) • use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. (9A) • show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (9A) (9B) • use a wide range of simple vocabulary appropriately when discussing familiar topics. (9A) (9B) • have pronunciation which is generally intelligible; intonation and stress at both utterance and word levels do not prevent understanding of the message. Accent is usually influenced by the other language(s) they speak. (9A) (9B) (P.E.-5) • summarise in writing (in Language B) the main points made in straightforward, informational texts (in Language A) on subjects that are of personal or current interest, provided oral texts are clearly articulated. (9A)
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		<ul style="list-style-type: none"> • paraphrase short passages in a simple fashion, using the original text wording and ordering. (9A) • produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. (9B) • produce short, simple essays on topics of interest. (9B) • produce a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, and give and justify their opinion. (9B) • produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time. (9B) • use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. (9B) • work out how to communicate the main point(s) they want to get across, exploiting any resources available and limiting the message to what they can recall or find the means to express. (9B) • link a series of shorter, discrete simple elements into a connected, linear sequence of points. (9B) • form longer sentences and link them together using a limited number of cohesive devices, e.g. in a story. (9B) • make simple, logical paragraph breaks in a longer text. (9B) • explain the main points in an idea or problem with reasonable precision. (9B) • perform and respond to a wide range of language functions, using their most common exponents in a neutral register. (P.E.-5) • be aware of the salient politeness conventions and acts appropriately. (P.E.-5)
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WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	WRITING	LISTENING	READING
WEEK 8 30 MARCH – 03 APRIL NOVEMBER 2026	FILE 10 10A Idols and icons	- Relative clauses: defining non defining (10A)	- Compound nouns (10A)	- Word stress (10A)	- Asking questions using relative clauses; talking about things, people, and places you like or admire (10A)	- A biography (10A)	- Understanding biographical facts; listening for note-taking (10A)	- Understanding biographical facts (10A)
	FILE 10 10B And the murder is ...	- Question tags (10B)	- Crime (10B)	- Intonation in question tags (10B)	- Checking information (question tags) (10B)		- Understanding evidence and opinion; making biographical notes (10B)	- Reading for detail; understanding characters, places, and events in a short story (10B)
	Practical English: Episode					EXTENSION ACTIVITY		ASSIGNMENTS
	Revise and Check 9&10	<i>pg.104-105</i>				- English File Intermediate Online Practice 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)		- Workbook File 10A /10B Photocopiables - 10A Grammar: relative clauses: defining non-defining p. 179 - 10B: Question tags p. 180
	TASKS AND NOTES							
	SELF ACCESS <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 EMT exams. 							
		LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL B1) By the end of the week(s), learners will be able to... <ul style="list-style-type: none"> understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives. (10A) (10B) understand the main points of what is said in a straightforward monologue (e.g. a guided tour), provided the delivery is clear and relatively slow. (10A) understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (10A) (10B) understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading. (10A) 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. (10B) 						

		<ul style="list-style-type: none"> • follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard language or a familiar variety. (10A) • follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. (10A) • follow clearly articulated speech/sign directed at them in everyday conversation, though will sometimes have to ask for repetition of particular words/signs and phrases. (10A) • generally, follow the main points in an informal discussion with friends provided they articulate clearly in standard language or a familiar variety. (10A) (10B) • read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension. (10A) (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. (10A) (10B) • catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear. (10A) • recognise significant points in straightforward news articles on familiar subjects. (10A) • extrapolate the meaning of a section of a text by taking into account the text as a whole. (10A) • exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. (10A) • enter unprepared into conversation on familiar topics (10A) (10B) • give or seek personal views and opinions in discussing topics of interest. (10A) (10B) • give detailed accounts of experiences, describing feelings and reactions. (10A) • give a prepared straightforward presentation on a familiar topic within their 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. (10A) • express beliefs, opinions and agreement and disagreement politely. (10A) (10B) • express themselves with relative ease. Despite some problems with formulation resulting in pauses and “cul-de-sacs”, they are able to keep going effectively without help. (10A) (10B) • 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). (10A) • find out and pass on straightforward factual information. (10A) • reasonably fluently relate a straightforward narrative or description as a sequence of points. (10A) • clearly signal chronological sequence in narrative text. (10A) • 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 film. (10A) (10B) • have a good range of vocabulary related to familiar topics and everyday situations. (10A) (10B) • have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel and current events. (10A) (10B)
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		<ul style="list-style-type: none"> • have pronunciation which is generally intelligible; intonation and stress at both utterance and word levels do not prevent understanding of the message. Accent is usually influenced by the other language(s) they speak. (10B) • communicate with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (10A) (10B) • use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. (10A) • use a wide range of simple vocabulary appropriately when discussing familiar topics. (10A) (10B) • use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions. (10B) • show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (10A) (10B) • explain the main points in an idea or problem with reasonable precision. (10B) • relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A). (10B)
WEEK 9 06-10 APRIL 2026		REVISION WEEK
		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 Fifth Edition English File Intermediate Workbook Fifth Edition English File Intermediate Teacher's Guide Fifth Edition