

KARADENİZ TECHNICAL UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
2025-2026 ACADEMIC YEAR – THIRD PERIOD
MODULE 4 SYLLABUS (B2 – AKADEMIC SKILLS)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
WEEK 1 09-13 FEBRUARY 2026	FILE 1 1A Questions and Answers	-question formation(1A)	-working out meaning from the context (1A)	- intonation: showing interest (1A)	-politely refusing to answer a question, reacting to what someone says, tough questions (1A)	-understanding the stages of a short interview (1A)	- understanding questions, working out meaning from the context (1A)
	FILE 1 1B It's a mystery	-auxiliary verbs, the ..., the ... + comparatives (1B)	-compound adjectives, modifiers (1B)	- intonation and sentence rhythm (1B)	-reacting to a story about something strange, <i>You're psychic, aren't you?</i> (1B)	- following instructions (1B)	- understanding facts vs theories (1B)
	WRITING PACK	- Error Correction Codes - Structure of a paragraph <ul style="list-style-type: none"> ➤ Evaluating topic sentences ➤ Writing topic sentences ➤ Support your point ➤ Analysing paragraphs for support ➤ Writing supporting sentences ➤ supplying specific details ➤ conclusion ➤ writing concluding sentences 					
	LISTENING & SPEAKING PACK	- Unit 1 Hometown					

WEEK 1 09-13 FEBRUARY 2026	Colloquial English 1:	Talking about ... getting a job (<i>pg.14-15</i>)	EXTENSION ACTIVITY	ASSIGNMENTS
	Revise and Check		English File Upper-intermediate	Workbook
	TASKS AND NOTES		Online Practice	- File 1A / 1B / Colloquial English 1 Can you remember...? 1
	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 why they need academic skills as university students and how to improve these skills in general. 		-File 1A/ 1B Colloquial English 1 Check your progress: File 1 Teacher's Resource Centre File 1 Quick Test File 1 Test - Oxford Reader's Bookshelf-reader(s)	Photocopiables - Introduction / Grammar: What do you remember? P.161 -1A Grammar: question formation p.162 -1B Grammar: auxiliary verbs p.163
LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL B2) By the end of the week(s), learners will be able to... <ul style="list-style-type: none"> ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points. (1A) use circumlocution and paraphrase to cover gaps in vocabulary and structure. (1A) (1B) engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. (1A) (1B) (C.E.-1) summarize and evaluate the main points of discussion on matters within his/her academic or professional competence. (1A) help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. (1A) show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (1A) (1B) use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. (1A) (1B) 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. (1A) (1B) understand and exchange complex information and advice on the full range of matters related to his/her occupational role. (1A) pass on detailed information reliably. (1A) (1B) carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. (1A) understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. (1A) understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. (1A) (1B) work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next; further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps; convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within his/her fields of professional, academic and personal interest. (1A) (C.E.-1) 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. (1A) (1B) 				

- 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. (1A) (1B)
- interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language 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. (1A) (1B) (C.E.-1)
- (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. (1A)
- plan what is to be said and the means to say it, considering the effect on the recipient(s). (1A)
- understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (1A)
- recognize when a text provides factual information and when it seeks to convince readers of something. (1A)
- recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. (1A)
- scan quickly through long and complex texts, locating relevant details. (1A)
- quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. (1A)
- communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. (1A) (1B) (C.E.-1)
- keep up with an animated conversation between speakers of the target language. (1A) (C.E.-1)
- have a good range of vocabulary for matters connected to his/her field and most general topics. (1A) (1B) (C.E.-1)
- vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (1A) (1B) (C.E.-1)
- have a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. (1B)
- understand detailed instructions reliably. (1B)
- help along the progress of the work by inviting others to join in, say what they think, etc. (1B)
- outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. (1B)
- understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and identify the speaker's mood, tone, etc. (1B)
- read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively. (1B)
- have lexical accuracy which is generally high, though some confusion and incorrect word choice does occur without hindering communication. (1B) (C.E.-1)
- understand most TV news and current affairs programmes. (C.E.-1)
- understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language. (C.E.-1)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
WEEK 2 16-20 FEBRUARY 2026	FILE 2 2A Doctor, doctor!	- present perfect simple and continuous (2A)	- illness and injuries (2A)	- /ʃ/, /dʒ/, /tʃ/, and /k/(2A)	- Doctor, doctor, health (2A)	- understanding an anecdote (2A)	- reading and summarizing (2A)
	FILE 2 2B Survive the drive	- using adjectives as nouns, adjective order (2B)	- clothes and fashion (2B)	- vowel sounds (2B)	- the joy of the age-gap friendship, managing discussions, politely disagreeing (2B)	- understanding a discussion- opinions, explanations, examples (2B)	- scanning several texts (2B)
	WRITING PACK	<div>- The Structure of a paragraph<ul style="list-style-type: none">➤ Unity➤ Practicing unity➤ Coherence➤ Arrangement➤ Transitions➤ Editing➤ Peer editing➤ Giving constructive suggestions</div> <div>- Structure of an Essay<ul style="list-style-type: none">➤ Introduction➤ Thesis statement➤ The body➤ The concluding Paragraph</div>					
	LISTENING & SPEAKING PACK	<div>- Unit 2</div> <div>Jobs & Professions</div>					
	Colloquial English				EXTENSION ACTIVITY		ASSIGNMENTS
	Revise and Check 1&2	pg.24-25			English File Upper-intermediate Online Practice		Workbook
	TASKS AND NOTES				File 2A/ 2B/		File 2A / 2B
					Check your progress File 2		Photocopiables
SELF ACCESS:				Teacher's Resource Centre		- 2A Grammar: present perfect simple and continuous p. 164	
• 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.				File 2 Quick Test		- 2B Grammar: adjectives as nouns, adjective order p.165	
				File 2 Test			

		Oxford Reader's Bookshelf- reader(s)	
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LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL B2)

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

- ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points. (2A) (2B)
- engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. (2A) (2B)
- summarize and evaluate the main points of discussion on matters within his/her academic or professional competence. (2A) (2B)
- help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. (2A) (2B)
- write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. (2A)
- give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments. (2A) (2B)
- describe his/her emotional response to a work and elaborate on the way in which it has evoked this response. (2A) (2B)
- show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (2A) (2B) (R&C-1)
- understand detailed instructions reliably. (2A)
- help along the progress of the work by inviting others to join in, say what they think, etc. (2A)
- outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. (2A)
- use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. (2A) (2B)
- 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. (2A) (2B)
- understand and exchange complex information and advice on the full range of matters related to his/her occupational role. (2A) (2B)
- pass on detailed information reliably. (2A) (2B)
- carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. (2A)
- (often retrospectively) self-correct his/her occasional 'slips' or non-systematic errors and minor flaws in sentence structure. (2A) (2B)
- understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. (2A) (2B) (R&C-1)
- work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next; further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps.; convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within his/her fields of professional, academic and personal interest.(2A)
- 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. (2A) (2B) (R&C-1)
- 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. (2A) (2B) (R&C-1)
- interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language 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. (2A) (2B)
- express news and views effectively in writing, and relate to those of others. (2A)
- read correspondence relating to his/her field of interest and readily grasp the essential meaning. (2A)
- understand what is said in a personal email or posting even where some colloquial language is used. (2A)

- understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (2A) (2B) (R&C-1)
- recognize when a text provides factual information and when it seeks to convince readers of something. (2A) (2B) (R&C-1)
- recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. (2A) (2B) (R&C-1)
- scan quickly through long and complex texts, locating relevant details. (2A) (R&C-1)
- quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. (2A) (R&C-1)
- communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. (2A) (2B)
- communicate complex information and advice on the full range of matters related to his/her occupational role. (2A)
- communicate detailed information reliably. (2A)
- give a clear, detailed description of how to carry out a procedure. (2A)
- understand in detail what is said to him/her in the standard spoken language even in a noisy environment. (2A)
- keep up with an animated conversation between speakers of the target language. (2A) (2B)
- follow chronological sequence in extended informal speech, e.g. in a story or anecdote. (2A)
- have lexical accuracy which is generally high, though some confusion and incorrect word choice does occur without hindering communication. (2A) (2B) (R&C-1)
- have a good range of vocabulary for matters connected to his/her field and most general topics. (2A) (2B) (R&C-1)
- vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (2A) (2B) (R&C-1)
- use circumlocution and paraphrase to cover gaps in vocabulary and structure. (2B)
- participate actively in routine and non-routine formal discussion. (2B)
- follow the discussion on matters related to his/her field; understand in detail the points given prominence by the speaker. (2B)
- have a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. (2B)
- understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. (2B)
- understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and identify the speaker's mood, tone, etc. (2B)
- 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. (2B)
- write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources. (2B)
- (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)
- develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. (2B)
- intervene appropriately in discussion, exploiting appropriate language to do so. (2B)
- initiate, maintain and end discourse appropriately with effective turn taking. (2B)
- understand most TV news and current affairs programmes. (2B)
- understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language. (2B)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
WEEK 3 23-27 FEBRUARY 2026	FILE 3 3A Fasten your seat belts	- narrative tenses, past perfect continuous, so / such .. that (3A)	- air travel (3A)	- irregular past forms, sentence rhythm (3A)	-flight stories, telling an anecdote (3A)	- understanding formal language in announcements(3A)	- using diagram to understand a text (3A)
	WRITING PACK	Comparison - Contrast Essays - The language of comparison and contrast - Block Style Organization - Point-by-Point Style Organization - Charts and graphs in comparison and contrast essays					
	LISTENING & SPEAKING PACK	- Unit 3 Adventures & Experiences					
	Colloquial English:				EXTENSION ACTIVITY		ASSIGNMENTS
	Revise and Check				English File Upper-intermediate Online Practice File 3A Teacher’s Resource Centre Oxford Reader’s Bookshelf-reader(s)		Workbook -File 3A Photocopiables -3A Grammar: narrative tenses: past simple, past continuous, past perfect, past perfect continuous p. 166
	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 (LEVEL B2)

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

- give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. (3A)
- ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points. (3A)
- use circumlocution and paraphrase to cover gaps in vocabulary and structure. (3A)
- engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. (3A)
- summarize and evaluate the main points of discussion on matters within his/her academic or professional competence. (3A)
- help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. (3A)
- give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments. (3A)
- describe his/her emotional response to a work and elaborate on the way in which it has evoked this response. (3A)
- have a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. (3A)
- show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (3A)
- use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. (3A)
- 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)
- carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. (3A)
- understand announcements and messages on concrete and abstract topics spoken in standard speech at normal speed. (3A)
- understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and identify the speaker's mood, tone, etc. (3A)
- (often retrospectively) self-correct his/her occasional 'slips' or non-systematic errors and minor flaws in sentence structure. (3A)
- understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. (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)
- work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next; further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps; convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within his/her fields of professional, academic and personal interest. (3A)
- 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. (3A)
- 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(3A)
- interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language 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)
- give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. (3A)

WEEK 3

23-27 FEBRUARY
2026

	<ul style="list-style-type: none"> ● 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. (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. (3A) ● plan what is to be said and the means to say it, considering the effect on the recipient(s). (3A) ● understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (3A) ● recognize when a text provides factual information and when it seeks to convince readers of something. (3A) ● recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. (3A) ● scan quickly through long and complex texts, locating relevant details. (3A) ● quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. (3A) ● communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. (3A) ● give clear, detailed descriptions on a wide range of subjects related to his/her field of interest. (3A) ● describe the personal significance of events and experiences in detail. (3A) ● intervene appropriately in discussion, exploiting appropriate language to do so. (3A) ● initiate, maintain and end discourse appropriately with effective turn taking. (3A) ● understand in detail what is said to him/her in the standard spoken language even in a noisy environment. (3A) ● have lexical accuracy which is generally high, though some confusion and incorrect word choice does occur without hindering communication. (3A) ● have a good range of vocabulary for matters connected to his/her field and most general topics. (3A) ● vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (3A)
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WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
WEEK 4 02-06 MARCH 2026	FILE 3 3B A really good ending	- the positions of adverbs and adverbial phrases (3B)	- adverbs and adverbial phrases (3B)	- word stress and intonation (3B)	- reading habits (3B)		- reading for pleasure (3B)
	FILE 4 4A Stormy weather	- future perfect and future continuous (4A)	- the environment, weather (4A)	- vowel sounds (4A)	- the environment, climate change (4A)	- understanding examples (4A)	- scanning for examples (4A)
	WRITING PACK	Comparison - Contrast Essays Working on and writing a comparison-contrast essay					
	LISTENING & SPEAKING PACK	- Unit 4 Technology & Internet					
	Colloquial English 2&3:	Talking about books (pg.34-35)			EXTENSION ACTIVITY	ASSIGNMENTS	
	Revise and Check				- English File Upper-intermediate Online Practice File 3B / File 4A Colloquial English 2 Check your progress File 3 Teacher’s Resource Centre File 3 Quick Test File 3 Test Oxford Reader’s Bookshelf-reader(s)	Workbook File 3B / File 4A Colloquial English 2&3 Can you remember ...? 1-3 Photocopiables - 3B Grammar: the position of adverbs and adverbial phrases. P. 167 - 4A Grammar: future perfect and future continuous. P. 168	
	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 B2)

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

- use circumlocution and paraphrase to cover gaps in vocabulary and structure. (3B)
- engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. (3B) (C.E.-2&3)(4A)
- write clear, detailed descriptions of real or imaginary events and experiences. (3B)
- write clear, detailed descriptions on a variety of subjects related to his/her field of interest. (3B)
- write a review of a film, book or play. (3B)
- give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments. (3B)
- describe his/her emotional response to a work and elaborate on the way in which it has evoked this response. (3B)
- show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (3B) (4A)
- use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. (3B) (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. (3B) (4A)
- understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. (3B) (4A)
- often retrospectively self-correct his/her occasional 'slips' or non-systematic errors and minor flaws in sentence structure. (3B)
- work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next; further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps; convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within his/her fields of professional, academic and personal interest. (3B) (C.E.-2&3) (4A)
- 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. (3B) (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; have a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. (3B) (4A)
- interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language 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. (3B) (C.E.-2&3) (4A)
- understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (3B) (4A)
- recognize when a text provides factual information and when it seeks to convince readers of something. (3B) (4A)
- recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. (3B) (4A)
- communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. (3B) (C.E.-2&3) (4A)
- understand in detail what is said to him/her in the standard spoken language even in a noisy environment. (3B)
- have lexical accuracy which is generally high, though some confusion and incorrect word choice does occur without hindering communication. (3B) (C.E.-2&3) (4A)
- have a good range of vocabulary for matters connected to his/her field and most general topics. (3B) (C.E.-2&3) (4A)
- vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (3B) (C.E.-2&3) (4A)
- keep up with an animated conversation between speakers of the target language. (C.E.-2&3) (4A)
- understand most TV news and current affairs programmes. (C.E.-2&3)

	<ul style="list-style-type: none"> • understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language. (C.E.-2&3) • ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points. (4A) • summarize and evaluate the main points of discussion on matters within his/her academic or professional competence. (4A) • help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. (4A) • have a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. (4A) • understand detailed instructions reliably. (4A) • help along the progress of the work by inviting others to join in, say what they think, etc. (4A) • outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. (4A) • understand and exchange complex information and advice on the full range of matters related to his/her occupational role. (4A) • pass on detailed information reliably. (4A) • carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. (4A) • (often retrospectively) self-correct his/her occasional 'slips' or non-systematic errors and minor flaws in sentence structure. (4A) • scan quickly through long and complex texts, locating relevant details. (4A) • quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. (4A) • give clear, detailed descriptions on a wide range of subjects related to his/her field of interest. (4A) • describe the personal significance of events and experiences in detail. (4A)
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WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
Week 5 09-13 MARCH 2026	FILE 4 4B A risky Business	-zero and first conditionals, future time clauses (4B)	- expressions with <i>take</i> (4B)	- linked phrases(4B)	- risk-taking (4B)	- focusing on the main points (4B)	- summarizing an argument (4B)
	WRITING PACK	Couse and Effect Essays - Organisation - writing model 1 - writing model 2 - Useful language					
	LISTENING & SPEAKING PACK	- Unit 5 Education & Career					
	Colloquial English:				EXTENSION ACTIVITY		ASSIGNMENTS
	Revise and Check 3&4	<i>pg.44,45</i>			English File Upper-intermediate Online Practice		Workbook File 4B
	TASKS AND NOTES ● MIDTERM EXAM			File 4B Check your progress File 4		Photocopiables	

	<p>SELF ACCESS:</p> <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. 	<p>Teacher's Resource Centre File 4 Quick Test File 4 Test - Oxford Reader's Bookshelf-reader(s)</p>	<p>- 4B Grammar: zero and first conditionals, future time clauses p. 169</p>
<p style="text-align: center;">LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL B2)</p> <p>By the end of the week(s), learners will be able to...</p> <ul style="list-style-type: none"> • engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. (4B) • summarize and evaluate the main points of discussion on matters within his/her academic or professional competence. (4B) • help the discussion along on familiar ground, confirming comprehension, inviting others in, etc. (4B) • have a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. (4B) • shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (4B) (R.C.-3&4) • use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. (4B) • 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. (4B) • carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. (4B) • understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone, etc. (4B) • understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. (4B) (R.C.-3&4) • 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. (4B) (R.C.-3&4) • 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. (4B) (R.C.-3&4) • interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language 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. (4B) • write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources. (4B) • understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (4B) (R.C.-3&4) • recognize when a text provides factual information and when it seeks to convince readers of something. (4B) (R.C.-3&4) • recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. (4B) (R.C.-3&4) • scan quickly through long and complex texts, locating relevant details. (4B) (R.C.-3&4) • quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. (4B) (R.C.-3&4) • communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. (4B) • give clear, detailed descriptions on a wide range of subjects related to his/her field of interest. (4B) 			

	<ul style="list-style-type: none">● describe the personal significance of events and experiences in detail. (4B)● keep up with an animated conversation between speakers of the target language. (4B)● have lexical accuracy which is generally high, though some confusion and incorrect word choice does occur without hindering communication. (4B) (R.C.-3&4)● have a good range of vocabulary for matters connected to his/her field and most general topics. (4B) (R.C.-3&4)● vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (4B) (R.C.-3&4)● 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. (4B)● synthesize information and arguments from a number of sources. (4B)● 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. (4B)
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[illegible]

- show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (5A) (5B)
- understand detailed instructions reliably. (5A)
- help along the progress of the work by inviting others to join in, say what they think, etc. (5A)
- outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. (5A)
- use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.(5A) (5B)
- 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. (5A) (5B)
- understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content. (5A)
- 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. (5A)
- 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. (5A) (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; have a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms (5A) (5B) (C.E.-4&5)
- interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language 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. (5A) (5B) (C.E.-4&5)
- write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources. (5A)
- understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (5A) (5B)
- recognize when a text provides factual information and when it seeks to convince readers of something. (5A) (5B)
- recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. (5A) (5B)
- scan quickly through long and complex texts, locating relevant details. (5A) (5B)
- quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. (5A) (5B)
- communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. (5A) (5B) (C.E.-4&5)
- have lexical accuracy which is generally high, though some confusion and incorrect word choice does occur without hindering communication. (5A) (5B) (C.E.-4&5)
- have a good range of vocabulary for matters connected to his/her field and most general topics. (5A) (5B) (C.E.-4&5)
- vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (5A) (5B) (C.E.-4&5)
- give a clear, systematically developed descriptions and presentation, with highlighting of significant points, and relevant supporting detail. (5B)
- write clear, detailed descriptions of real or imaginary events and experiences. (5B)
- write clear, detailed descriptions on a variety of subjects related to his/her field of interest. (5B)
- write a review of a film, book or play. (5B)
- understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. (5B)

- 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. (5B)
- (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. (5B)
- plan what is to be said and the means to say it, considering the effect on the recipient(s). (5B)
- describe the personal significance of events and experiences in detail. (5B)
- keep up with an animated conversation between speakers of the target language. (5B) (C.E.-4&5)
- work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next; further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps; convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within his/her fields of professional, academic and personal interest. (C.E.-4&5)
- communicate complex information and advice on the full range of matters related to his/her occupational role. (C.E.-4&5)
- communicate detailed information reliably. (C.E.-4&5)
- give a clear, detailed description of how to carry out a procedure. (C.E.-4&5)
- understand most TV news and current affairs programmes. (C.E.-4&5)
- understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language. (C.E.-4&5)

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- 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)
- use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. (6A)
- understand and exchange complex information and advice on the full range of matters related to his/her occupational role. (6A)
- pass on detailed information reliably. (6A)
- carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. (6A)
- follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. (6A) (6B)
- understand the speaker's point of view on topics that are of current interest or that relate to his/her specialized field, provided that the talk is delivered in standard spoken language. (6A) (6B)
- often retrospectively self-correct his/her occasional 'slips' or non-systematic errors and minor flaws in sentence structure. (6A)
- understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. (6A) (6B) (R.C.-5&6)
- 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. (6A) (6B)
- work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next; further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps; convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within his/her fields of professional, academic and personal interest. (6A) (6B)
- 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. (6A) (6B) (R.C.-5&6)
- 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. (6A) (6B) (R.C.-5&6)
- interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language 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. (6A) (6B)
- understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (6A) (6B) (R.C.-5&6)
- recognize when a text provides factual information and when it seeks to convince readers of something. (6A) (6B) (R.C.-5&6)
- recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. (6A) (6B) (R.C.-5&6)
- scan quickly through long and complex texts, locating relevant details. (6A) (6B) (R.C.-5&6)
- quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. (6A) (6B) (R.C.-5&6)
- communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. (6A)(6B)

	<ul style="list-style-type: none"> • give clear, detailed descriptions on a wide range of subjects related to his/her field of interest. (6A) (6B) • give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. (6B) • describe the personal significance of events and experiences in detail. (6A) (6B) • intervene appropriately in discussion, exploiting appropriate language to do so. (6A) • initiate, maintain and end discourse appropriately with effective turn taking. (6A) • keep up with an animated conversation between speakers of the target language. (6A) • have lexical accuracy which is generally high, though some confusion and incorrect word choice does occur without hindering communication. (6A) (6B) (R.C.-5&6) • have a good range of vocabulary for matters connected to his/her field and most general topics. (6A) (6B) (R.C.-5&6) • vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (6A) (6B) (R.C.-5&6) • (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. (6B) • plan what is to be said and the means to say it, considering the effect on the recipient(s). (6B) • develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. (6B) • 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. (6B) • synthesize information and arguments from a number of sources. (6B)
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WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
WEEK 8 30 MARCH-03 APRIL 2026	FILE 7 7A Let's not argue (ONLY GRAMMAR)	- past modals: must have, etc., would rather (7A)					
	WRITING PACK	Argument essays - working on and writing argument essays					
	LISTENING & SPEAKING PACK	- Unit 8 Social media & Social Life					
	Colloquial English:				EXTENSION ACTIVITY		ASSIGNMENTS
	Revise and Check 5&6	pg.64-65			- English File Upper-intermediate Online Practice File 7A Teacher's Resource Centre File 6 Quick Test		- Workbook File 7A Photocopiables - 7A: past modals: must have, etc., would rather p. 174
	TASKS AND NOTES SELF ACCESS <ul style="list-style-type: none">Providing students with the feedback of their performance in 'speaking presentations'.						

	<ul style="list-style-type: none"> Providing students with the necessary information and guidance for upcoming M4 Proficiency Exam. 	- Oxford Reader's Bookshelf-reader(s)	
	<p align="center">LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL B2)</p> <p>By the end of the week(s), learners will be able to...</p> <ul style="list-style-type: none"> show a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. (7A) 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. (7A) understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. (7A) 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. 		
WEEK 9 06-10 APRIL 2026	REVISION WEEK		
	<p>TASKS AND NOTES</p> <ul style="list-style-type: none"> MODULE 4 PROFICIENCY EXAM Reader Certificate Submission Writing Portfolio Submission Assignments (Workbook & Extra Materials) Submission Completion of the English File Online Activities <p>SELF ACCESS:</p>		
COURSE MATERIALS	English File Upper- Intermediate Student's Book Fourth Edition English File Upper- Intermediate Workbook Fourth Edition English File Upper- Intermediate Teacher's Guide Fourth Edition Module 4- Writing Pack Module 4 – Speaking Pack		