## YALOVA UNIVERSITY - SCHOOL OF FOREIGN LANGUAGES

## 2025-2026 ACADEMIC YEAR -B1 LEVEL READING & WRITING COURSE SYLLABUS

WEEK & DATE	WEEK 1	24.11.2025-28.11.2025
MATERIALS	Reading & Writing: Unlock 3 Reading, Writing & Critical Thinking (Unit 1)	
	CEFR DESCRIPTORS	FOCUSED OBJECTIVES
		Main Course: By the end of this week, students will be able to:
READING	* can read straightforward factual texts on subjects related to their field	❖ identify the main idea in a short factual text.
	and interest with a satisfactory level of comprehension. (Overall Reading	❖ identify the key details in a short factual text.
	Comprehension, CEFR: 102)	❖ predict the content of a text using visuals, headings, etc.
	* can identify the main conclusions in clearly signalled argumentative	<ul> <li>understand key vocabulary in the text.</li> </ul>
	texts. (Reading for Information and Argument, CEFR: 156)	• work out the meaning of unfamiliar words from context.
	* can understand most factual information that they are likely to come	• understand and interpret facts and figures in a text (e.g., numbers, percentages, dates,
	across on familiar subjects of interest, provided they have sufficient time	comparisons).
	for rereading. (Reading for Information and Argument, CEFR: 159)	
WRITING	❖ write short, simple essays on topics of interest. (Reports & Essays,	❖ write topic sentences.
	CEFR: 361)	❖ complete a comparison-and-contrast essay.
	* write 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. (Overall Written Production, CEFR:	
	320)	
GRAMMAR	communicates with reasonable accuracy in familiar contexts; generally	
STRUCTURE	good control, though with noticeable mother-tongue influence. Errors	
	occur, but it is clear what they are trying to express. (CEFR: 1174)	<ul> <li>comparative adjectives</li> </ul>
	uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR: 1175)	
	patterns associated with more predictable situations. (CLFR: 1175)	
VOCABULARY	* have sufficient vocabulary to express themselves with some	• use a sufficient range of vocabulary and simple circumlocutions when talking about
	circumlocutions on most topics pertinent to their everyday life such as	
	family, hobbies and interests, work, travel, and current events. (CEFR:	
	1163)	Units / Focus Areas:
		❖ academic verbs
OPTIONAL	Reading 2: Discussion (Part 8) p.24	
ASSIGNMNETS	Reading 1: Preparing to Read (Part 1) p. 18	
	Reading 1: Writing (Part 8) p.21	
	❖ Language Development: Academic Verbs (Parts 1 and 2) p. 24	
EXAMINATIONS &	A IMPORTANT DATES & ANNOUNCEMENTS:	N/A

WEEK & DATE	WEEK 2	01.12.2025-05.12.2025
MATERIALS	Reading & Writing: Unlock 3 Reading, Writing & Critical Thinking (Unit 2)	
	CEFR DESCRIPTORS	FOCUSED OBJECTIVES
		Main Course: By the end of this week, students will be able to:
READING	can read straightforward factual texts on subjects related to their field	
	and interest with a satisfactory level of comprehension. (Overall Reading	
	Comprehension, CEFR: 102)	<ul> <li>understand key vocabulary in the text.</li> </ul>
	• can identify the main conclusions in clearly signalled argumentative	
	texts. (Reading for Information and Argument, CEFR: 156)	❖ predict the content of a text using visuals, headings, etc.
	can understand most factual information that they are likely to come	
	across on familiar subjects of interest, provided they have sufficient time	,
	for rereading. (Reading for Information and Argument, CEFR: 159)	scan a text to find specific information quickly.
		make simple inferences from the text (implied meaning).
		summarize key points and synthesize ideas across paragraphs.
WRITING	• write short, simple essays on topics of interest. (Reports & Essays,	1 0 1 ,
	CEFR: 361)	<ul> <li>writing supporting sentences and details.</li> </ul>
	• write straightforward connected texts on a range of familiar subjects	
	within their field of interest, by linking a series of shorter discrete	❖ complete a cause-and-effect essay.
	elements into a linear sequence. (Overall Written Production, CEFR:	
	320)	
GRAMMAR	<ul> <li>communicates with reasonable accuracy in familiar contexts; generally</li> </ul>	• use a range of tenses and structure, and adapt language they have learnt previously.
STRUCTURE	good control, though with noticeable mother-tongue influence. Errors	
	occur, but it is clear what they are trying to express. (CEFR: 1174)  • uses reasonably accurately a repertoire of frequently used "routines" and	<ul> <li>signals of cause and effect</li> <li>because and because of</li> </ul>
	patterns associated with more predictable situations. (CEFR: 1175)	• because and because of
	parterns associated with more predictable situations. (CEFTA 1173)	
VOCABULARY	* have sufficient vocabulary to express themselves with some	• use a sufficient range of vocabulary and simple circumlocutions when talking about
	circumlocutions on most topics pertinent to their everyday life such as	everyday topics (family, friends, daily routines, free-time activities, study/work, travel)
	family, hobbies and interests, work, travel, and current events. (CEFR:	and common social or environmental issues (e.g. endangered species).
	1163)	Units / Focus Areas:
OPELONAL	4 W. 1 11' (D. 5) 20	<ul> <li>environment collocations</li> </ul>
OPTIONAL	❖ Watch and Listen: Discussion (Part 5) p.39	
ASSIGNMNETS	Reading 1: Preparing to Read (Part 1) p.40	
	Reading 1: Writing (Part 9) p.43	
	Reading 2: Preparing to Read (Part 2) p.44	
	❖ Language Development: Academic Vocabulary (Part 1) p.47	
DV 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	♣ Language Development: Environment Collocations (Part 2 and 3) p.48	
EXAMINATIONS &	IMPORTANT DATES & ANNOUNCEMENTS:	N/A

WEEK & DATE	WEEK 3	08.12.2025-12.12.2025
MATERIALS	Reading & Writing: Unlock 3 Reading, Writing & Critical Thinking (Unit 3	
	CEFR DESCRIPTORS	FOCUSED OBJECTIVES
		Main Course: By the end of this week, students will be able to:
READING	* can read straightforward factual texts on subjects related to their field	❖ predict the content of a text using visuals, headings, etc.
	and interest with a satisfactory level of comprehension. (Overall Reading	❖ identify the main idea in a short factual text.
	Comprehension, CEFR: 102)	identify the key details in a short factual text.
	* can identify the main conclusions in clearly signalled argumentative	understand key vocabulary in the text.
	texts. (Reading for Information and Argument, CEFR: 156)	work out the meaning of unfamiliar words from context.
	❖ can understand most factual information that they are likely to come	* make simple inferences about the writer's point based on evidence in the text.
	across on familiar subjects of interest, provided they have sufficient time	
	for rereading. (Reading for Information and Argument, CEFR: 159)	
WRITING	❖ write short, simple essays on topics of interest. (Reports & Essays,	write concluding sentences.
	CEFR: 361)	complete a problem-solution essay.
	* write 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. (Overall Written Production, CEFR:	
	320)	
GRAMMAR	communicates with reasonable accuracy in familiar contexts; generally	suse a range of tenses and structure, and adapt language they have learnt previously.
STRUCTURE	good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174)	Units / Focus Areas:
	see reasonably accurately a repertoire of frequently used "routines" and	first conditional
	patterns associated with more predictable situations. (CEFR: 1175)	❖ If not and unless
VOCABULARY	❖ have sufficient vocabulary to express themselves with some	* use a sufficient range of vocabulary and simple circumlocutions when talking about
	circumlocutions on most topics pertinent to their everyday life such as	everyday topics (family, friends, daily routines, free-time activities, study/work, travel)
	family, hobbies and interests, work, travel, and current events. (CEFR:	and common social or environmental issues (e.g. endangered species).
	1163)	Units / Focus Areas:
OPTIONAL	<b>⋄</b> N/A	synonyms for veros
ASSIGNMNETS	Reading 1: Preparing to Read (Part 2) p.63	
ASSIGNMENTS	Reading 1: Writing (Part 7) p.65	
	Reading 2: Preparing to Read (Part 1) p.66	
	<ul> <li>Reading 2. Treparing to Read (Tart 1) p.00</li> <li>Language Development: Transport Collocations (Part 1, 2 and 3) p.69</li> </ul>	
	<ul> <li>Language Development: Transport Conocations (Fart 1, 2 and 3) p.09</li> <li>Language Development: Synonyms for Verbs (Part 4) p.70</li> </ul>	
EXAMINATIONS &	z IMPORTANT DATES & ANNOUNCEMENTS:	Writing Task-1 (In-class)
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WEEK & DATE	WEEK 4	15.12.2025-19.12.2025
MATERIALS	Reading & Writing: Unlock 3 Reading, Writing & Critical Thinking (Unit 4)	
	CEFR DESCRIPTORS	FOCUSED OBJECTIVES
		Main Course: By the end of this week, students will be able to:
READING	can read straightforward factual texts on subjects related to their field	❖ predict the content of a text using visuals, headings, etc.
	and interest with a satisfactory level of comprehension. (Overall Reading	❖ identify the main idea in a short factual text.
	Comprehension, CEFR: 102)	❖ identify the key details in a short factual text.
	• can identify the main conclusions in clearly signalled argumentative	understand key vocabulary in the text.
	texts. (Reading for Information and Argument, CEFR: 156)	work out the meaning of unfamiliar words from context.
	can understand most factual information that they are likely to come	* make simple inferences about the writer's point based on evidence in the text.
	across on familiar subjects of interest, provided they have sufficient time	annotate a text while reading (underline key ideas, label examples, note unknown words).
	for rereading. (Reading for Information and Argument, CEFR: 159)	
WRITING	❖ write short, simple essays on topics of interest. (Reports & Essays,	write a summary and a personal response paragraph.
	CEFR: 361)	
	• write 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. (Overall Written Production, CEFR:	
	320)	
GRAMMAR /	<ul> <li>communicates with reasonable accuracy in familiar contexts; generally</li> </ul>	use a range of tenses and structure, and adapt language they have learnt previously.
STRUCTURE	good control, though with noticeable mother-tongue influence. Errors	Units / Focus Areas:
	occur, but it is clear what they are trying to express. (CEFR: 1174)	* adverbs of frequency to avoid absolute statements.
	<ul> <li>uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR: 1175)</li> </ul>	
VOCABULARY	<ul> <li>♦ have sufficient vocabulary to express themselves with some</li> </ul>	❖ use a sufficient range of vocabulary and simple circumlocutions when talking about
, och be Emili	circumlocutions on most topics pertinent to their everyday life such as	everyday topics (family, friends, daily routines, free-time activities, study/work, travel)
	family, hobbies and interests, work, travel, and current events. (CEFR:	and common social or environmental issues (e.g. endangered species).
	1163)	Units / Focus Areas:
		synonyms to avoid repetition
OPTIONAL	Reading 2: Discussion (Part 8) p.90	
ASSIGNMNETS	Reading 1: Preparing to Read (Part 1) p.84	
	Reading 1: Writing (Part 9) p.88	
	Reading 2: Preparing to Read (Part 1) p.88	
	❖ Language Development: Synonyms to Avoid Repetition (Part 4) p.93	
<b>EXAMINATIONS &amp;</b>	IMPORTANT DATES & ANNOUNCEMENTS:	N/A

WEEK & DATE	WEEK 5	22.12.2025-26.12.2025
MATERIALS	Reading & Writing: Unlock 3 Reading, Writing & Critical Thinking (Unit 5)	
	CEFR DESCRIPTORS	FOCUSED OBJECTIVES
		Main Course: By the end of this week, students will be able to:
READING	can read straightforward factual texts on subjects related to their field	❖ predict the content of a text using visuals, headings, etc.
	and interest with a satisfactory level of comprehension. (Overall Reading	❖ identify the main idea in a short factual text.
	Comprehension, CEFR: 102)	❖ identify the key details in a short factual text.
	can identify the main conclusions in clearly signalled argumentative	<ul> <li>understand key vocabulary in the text.</li> </ul>
	texts. (Reading for Information and Argument, CEFR: 156)	skim a text quickly to get the general idea.
	can understand most factual information that they are likely to come	* make simple inferences about the writer's point based on evidence in the text.
	across on familiar subjects of interest, provided they have sufficient time	take notes while reading by recording key ideas and supporting details.
	for rereading. (Reading for Information and Argument, CEFR: 159)	
WRITING	❖ write short, simple essays on topics of interest. (Reports & Essays,	structure an essay (introduction, body and concluding paragraphs).
	CEFR: 361)	write a balanced opinion essay.
	* write 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. (Overall Written Production, CEFR:	
	320)	
GRAMMAR	/ communicates with reasonable accuracy in familiar contexts; generally	use a range of tenses and structure, and adapt language they have learnt previously.
STRUCTURE	good control, though with noticeable mother-tongue influence. Errors	Units / Focus Areas:
	occur, but it is clear what they are trying to express. (CEFR: 1174)	• verb and noun forms
	❖ uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR: 1175)	<ul> <li>stating opinions (<i>In my opinion, In my view</i>, etc.)</li> <li>stating a purpose</li> </ul>
	patierns associated with more predictable situations. (CEFR. 1173)	<ul> <li>stating a purpose</li> <li>linking contrasting sentences</li> </ul>
		• mixing confidences
VOCABULARY	* have sufficient vocabulary to express themselves with some	❖ use a sufficient range of vocabulary and simple circumlocutions when talking about
	circumlocutions on most topics pertinent to their everyday life such as	everyday topics (family, friends, daily routines, free-time activities, study/work, travel)
	family, hobbies and interests, work, travel, and current events. (CEFR:	and common social or environmental issues (e.g. endangered species).
	1163)	Units / Focus Areas:
		❖ health and fitness collocations
OPTIONAL	* N/A	
ASSIGNMNETS	Reading 1: Preparing to Read (Part 1 and 2) p.106	
	Reading 1: Writing (Part 8) p.109	
	❖ Language Development: Verb and Noun Forms (Part 1) p.113	
EXAMINATIONS &	& IMPORTANT DATES & ANNOUNCEMENTS:	Mid-Exam will be conducted on 25 <sup>th</sup> December 2025.

WEEK & DATE	WEEK 6	29.12.2025-02.01.2026
MATERIALS	Reading & Writing: Unlock 3 Reading, Writing & Critical Thinking (Uni	t <del>6</del> )
	CEFR DESCRIPTORS	FOCUSED OBJECTIVES
		Main Course: By the end of this week, students will be able to:
READING	* can read straightforward factual texts on subjects related to their field	
	and interest with a satisfactory level of comprehension. (Overall Readin	
	Comprehension, CEFR: 102)	identify the key details in a short factual text.
	* can identify the main conclusions in clearly signalled argumentative	· ·
	texts. (Reading for Information and Argument, CEFR: 156)	scan a text to find specific information quickly.
	❖ can understand most factual information that they are likely to com-	
	across on familiar subjects of interest, provided they have sufficient time	e
	for rereading. (Reading for Information and Argument, CEFR: 159)	
WRITING	❖ write short, simple essays on topics of interest. (Reports & Essay	
	CEFR: 361)	complete an explanatory essay.
	* write straightforward connected texts on a range of familiar subjec	
	within their field of interest, by linking a series of shorter discret	
	elements into a linear sequence. (Overall Written Production, CEFF	
	320)	
GRAMMAR /	<ul> <li>communicates with reasonable accuracy in familiar contexts; generall good control, though with noticeable mother-tongue influence. Error</li> </ul>	
STRUCTURE	occur, but it is clear what they are trying to express. (CEFR: 1174)	* making predictions with modals and adverbs of certainty
	<ul> <li>secur, but it is clear what they are trying to express. (CEFR: 1174)</li> <li>uses reasonably accurately a repertoire of frequently used "routines" an</li> </ul>	
	patterns associated with more predictable situations. (CEFR: 1175)	<ul> <li>nouns with dependent prepositions: advantages and disadvantages</li> </ul>
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VOCABULARY	❖ have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such a	
	family, hobbies and interests, work, travel, and current events. (CEFF	
	1163)	Units / Focus Areas:
		• prefixes
OPTIONAL	Reading 1: Discussion (Part 7) p.131	<del></del>
	Reading 2+Language Development (p.132-133-134-135-136) (ASYN	CHRONOUS)
	❖ Grammar For Writing (p. 139, 140, 141) (ASYNCHRONOUS)	
	<ul> <li>Critical Thinking+Academic Writing Skills+Writing Task (p. 137,138</li> </ul>	,142,143,144) (ASYNCHRONOUS)
ASSIGNMNETS	Reading 1: Preparing to Read (Part 1) p.128	
	Reading 1: Writing (Part 8) p.131	
	Reading 2: Preparing to Read (Part 1) p.132	
EXAMINATIONS &	IMPORTANT DATES & ANNOUNCEMENTS:	1st January – New Year's Day – Public Holiday
		Writing Task-2 (In-class)

WEEK & DATE	WEEK 7	05.01.2026-09.01.2026	
MATERIALS	Reading & Writing: Unlock 3 Reading, Writing & Critical Thinking (Unit 7)		
	CEFR DESCRIPTORS	FOCUSED OBJECTIVES	
		Main Course: By the end of this week, students will be able to:	
READING	* can read straightforward factual texts on subjects related to their field	d • predict the content of a text using visuals, headings, etc.	
	and interest with a satisfactory level of comprehension. (Overall Readin	g 🌣 identify the main idea in a short factual text.	
	Comprehension, CEFR: 102)	identify the key details in a short factual text.	
	* can identify the main conclusions in clearly signalled argumentative	e • understand key vocabulary in the text.	
	texts. (Reading for Information and Argument, CEFR: 156)	make simple inferences about the writer's point based on evidence in the text.	
	* can understand most factual information that they are likely to com	e scan a text to find specific information quickly.	
	across on familiar subjects of interest, provided they have sufficient time	e distinguish facts from opinions in a text.	
	for rereading. (Reading for Information and Argument, CEFR: 159)		
WRITING	❖ write short, simple essays on topics of interest. (Reports & Essay	s, • use body paragraphs in argument / counter-argument essays	
	CEFR: 361)	• use counter-arguments	
	❖ write straightforward connected texts on a range of familiar subject		
	within their field of interest, by linking a series of shorter discret	e • write an argument / counter argument essay.	
	elements into a linear sequence. (Overall Written Production, CEFF	complete a comparison-and-contrast essay.	
	320)		
GRAMMAR /	/ communicates with reasonable accuracy in familiar contexts; generall		
STRUCTURE	good control, though with noticeable mother-tongue influence. Error		
	occur, but it is clear what they are trying to express. (CEFR: 1174)  uses reasonably accurately a repertoire of frequently used "routines" an	* multi-word prepositions to combine information	
	patterns associated with more predictable situations. (CEFR: 1175)	1	
	patterns associated with more predictable steamons. (CETT. 1175)		
VOCABULARY	❖ have sufficient vocabulary to express themselves with som	e 💠 use a sufficient range of vocabulary and simple circumlocutions when talking about	
	circumlocutions on most topics pertinent to their everyday life such a		
	family, hobbies and interests, work, travel, and current events. (CEFF		
	1163)	Units / Focus Areas:	
0.0000000000000000000000000000000000000		❖ vocabulary for the fashion business	
OPTIONAL	❖ Watch and Listen: Discussion (Part 6) p.149		
ASSIGNMNETS	Reading 1: Preparing to Read (Part 1 and 2) p.150		
	Reading 1: Writing (Part 7) p.153	150	
	♣ Language Development: Vocabulary for the Fashion Business (Part 1) p.158		
EXAMINATIONS &	EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS:  Progress Test		

WEEK & DATE	WEEK 8	12.01.2026-16.01.2026
MATERIALS	Reading & Writing: Unlock 3 Reading, Writing & Critical Thinking (Unit 8)	
	CEFR DESCRIPTORS	FOCUSED OBJECTIVES
		Main Course: By the end of this week, students will be able to:
READING	❖ can read straightforward factual texts on subjects related to their field	predict the content of a text using visuals, headings, etc.
	and interest with a satisfactory level of comprehension. (Overall Reading	❖ identify the main idea in a short factual text.
	Comprehension, CEFR: 102)	identify the key details in a short factual text.
	* can identify the main conclusions in clearly signalled argumentative	<ul> <li>understand key vocabulary in the text.</li> </ul>
	texts. (Reading for Information and Argument, CEFR: 156)	skim a text quickly to identify the topic, main idea, and overall organization
	❖ can understand most factual information that they are likely to come	* annotate a text while reading (underline key ideas, label examples, note unknown words).
	across on familiar subjects of interest, provided they have sufficient time	* make simple inferences about the writer's point based on evidence in the text.
	for rereading. (Reading for Information and Argument, CEFR: 159)	
WRITING	❖ write short, simple essays on topics of interest. (Reports & Essays,	write a description of a graph that shows change.
	CEFR: 361)	• write a concluding paragraph.
	❖ write straightforward connected texts on a range of familiar subjects	❖ write an analysis essay.
	within their field of interest, by linking a series of shorter discrete	
	elements into a linear sequence. (Overall Written Production, CEFR:	
	320)	
GRAMMAR /	❖ communicates with reasonable accuracy in familiar contexts; generally	• use a range of tenses and structure, and adapt language they have learnt previously.
STRUCTURE	good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174)	Units / Focus Areas:  ❖ describing graphs using nouns and verb phrases
	secur, but it is clear what they are trying to express. (CEFR: 11/4)  uses reasonably accurately a repertoire of frequently used "routines" and	<ul> <li>describing graphs using nouns and vero phrases</li> <li>prepositions and conjunctions to add data</li> </ul>
	patterns associated with more predictable situations. (CEFR: 1175)	• using approximations
VOCABULARY	❖ have sufficient vocabulary to express themselves with some	• use a sufficient range of vocabulary and simple circumlocutions when talking about
	circumlocutions on most topics pertinent to their everyday life such as	everyday topics (family, friends, daily routines, free-time activities, study/work, travel)
	family, hobbies and interests, work, travel, and current events. (CEFR:	and common social or environmental issues (e.g. endangered species).
	1163)	Units / Focus Areas:
OPTIONAL	<b>⋄</b> N/A	<ul> <li>vocabulary for economics and economic trends</li> </ul>
ASSIGNMNETS	<ul> <li>❖ Reading 1: Preparing to Read (Part 1) p.172</li> </ul>	
ASSIGNIVINE IS		
	<ul> <li>Reading 1: Writing (Part 8) p.175</li> <li>Reading 2: Preparing to Read (Part 1) p.175</li> </ul>	
	<ul> <li>Reading 2: Preparing to Read (Part 1) p.173</li> <li>Language Development: Nouns and Adjectives for Economics (Part 1 and</li> </ul>	12) n 178 170
EVAMINATIONS &	★ Language Development: Nouns for Economic Trends (Part 3) p.179 IMPORTANT DATES & ANNOUNCEMENTS:	Writing Task-3 (In-class)
EAAMINATIONS &	IVII ONTANT DATES & ANNOUNCEMENTS:	withing task-3 (III-class)

## YALOVA UNIVERSITY - SCHOOL OF FOREIGN LANGUAGES

## 2025-2026 ACADEMIC YEAR -B1 LEVEL LISTENING & SPEAKING COURSE SYLLABUS

WEEK & DATE	WEEK 1	24.11.2025-28.11.2025
MATERIALS	Listening & Speaking: Unlock 3 Listening, Speaking & Critical Thinking	g (Unit 1)
	CEFR DESCRIPTORS	FOCUSED OBJECTIVES
		Main Course: By the end of this week, students will be able to:
LISTENING	<ul> <li>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. (Overall Listening Comprehension, CEFR: 8)</li> <li>understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74)</li> </ul>	<ul> <li>predict the content of a video using visual cues (e.g. <i>title, images</i>).</li> <li>understand the main ideas and specific details in clear, standard audio or video recordings on familiar topics.</li> <li>take simple notes on key details while listening to short video or audio recordings.</li> <li>understand key vocabulary in listening texts, using context to guess the meaning when necessary.</li> <li>recognize contrasting ideas and signals (e.g., <i>but, however, although, on the other hand</i>).</li> <li>recognize signposting language to follow the speaker's organization (e.g., first, next, finally, to sum up).</li> <li>recognize the intonation pattern used in lists while listening</li> </ul>
SPEAKING	<ul> <li>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. (Addressing audiences, CEFR: 308)</li> <li>can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268)</li> <li>can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471)</li> <li>can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469)</li> </ul>	<ul> <li>use signposting language to organize a short talk (e.g., First, Next, Finally, To sum up).</li> <li>introduce examples to support their ideas (e.g., For example, For instance, Such as).</li> <li>express general beliefs and opinions politely (e.g., I think, I believe, In general,</li> </ul>
GRAMMAR / STRUCTURE	<ul> <li>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. (CEFR: 1174)</li> <li>uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR: 1175)</li> </ul>	<ul> <li>use a range of tenses and structure, and adapt language they have learnt previously.</li> <li>Units / Focus Areas:</li> <li>Modals for obligation, prohibition and advice</li> </ul>

VOCABULARY	♦ 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. (CEFR: 1163)	
OPTIONAL	<b>❖</b> N/A	
ASSIGNMNETS	❖ Listening 1: Preparing to Listen (Part 1) p.18	
	❖ Listening 1: Discussion (Part11) p.21	
	❖ Language Development: Word Families (Part 1, 2 and 3) p.22-23	
<b>EXAMINATIONS &amp;</b>	IMPORTANT DATES & ANNOUNCEMENTS:	N/A

WEEK & DATE	WEEK 2	01.12.2025-05.12.2025
MATERIALS	Listening & Speaking: Unlock 3 Listening, Speaking & Critical Thinking	g (Unit 2)
	CEFR DESCRIPTORS	FOCUSED OBJECTIVES
		Main Course: By the end of this week, students will be able to:
LISTENING	<ul> <li>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. (Overall Listening Comprehension, CEFR: 8)</li> <li>understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74)</li> </ul>	<ul> <li>predict the content of a video using visual cues (e.g. title, images).</li> <li>understand key vocabulary in listening texts, using context to guess the meaning when necessary.</li> <li>understand the main ideas and specific details in clear, standard audio or video recordings on familiar topics.</li> <li>recognize counter-arguments and opposing viewpoints (e.g., however, on the other hand, although).</li> <li>notice connected speech (linking sounds) while listening.</li> </ul>
SPEAKING	<ul> <li>can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268)</li> <li>can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471)</li> <li>can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469)</li> </ul>	<ul> <li>link ideas clearly using common transition words and phrases (e.g. first, however, on the other hand, in addition).</li> <li>talk about the advantages and disadvantages of familiar topics using clear and simple language.</li> <li>give basic counter-arguments to an opinion using appropriate phrases.</li> </ul>
GRAMMAR / STRUCTURE	<ul> <li>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. (CEFR: 1174)</li> <li>uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR: 1175)</li> </ul>	<ul> <li>use a range of tenses and structure, and adapt language they have learnt previously.</li> <li>Units / Focus Areas:</li> <li>Modal verbs to express future possibility</li> </ul>
VOCABULARY	♦ 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. (CEFR: 1163)	<ul> <li>use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species).</li> <li>Units / Focus Areas:</li> <li>negative prefixes</li> </ul>
OPTIONAL	*	
ASSIGNMNETS	<ul> <li>Listening 1: Preparing to Listen (Part 1) p.40</li> <li>Listening 1: Discussion (Part 12) p.44</li> <li>Language Development: Negative Prefixes (Part 1 and 2) p.45</li> </ul>	
<b>EXAMINATIONS &amp;</b>	IMPORTANT DATES & ANNOUNCEMENTS:	Speaking Task-1 (In-class)

familiar variety. (Overall Listening Comprehension, CEFR: 8)  valuerstand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74)  SPEAKING  SPEAKING  can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268)  can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471)  can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469)  STRUCTURE  CRAMMAR  STRUCTURE  CRAMMAR  OCABULARY  COCABULARY  OPTIONAL  ASSIGNMETS  Listening 1: Preparing to Listen (Part 4 and 5) p.63  Listening 2: Preparing to Listen (Part 2) p.71  of understand the main ideas and specific details in clear, standard audio or viecerodings on familiar voors. take simple notes on key details while listening to short video or audio recording recognize how a listening text is organized (e.g. introduction, main points, examp recognize how a listening text is organized (e.g. introduction, main points, examp recognize how a listening text is organized (e.g. introduction, main points, examp recognize how a listening to short video or audio recording on familiar topics.  take simple notes on key details while listening to short video or audio recording on familiar topics.  take simple notes on key details while listening to short video or audio recording on familiar topics.  take simple notes on key details while listening to short video or audio recording on familiar topics.  take simple notes on key details while listening to short video or audio recording on familiar topics.  take simple notes on key details while listening to short video or audio recording the recognize horeogenize hereogenize he	WEEK & DATE	WEEK 3	08.12.2025-12.12.2025
LISTENING    Anim Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week, students will be able to:   Animal Course: By the end of this week and secure of the stand of the students and specific details to the course the context to guess the mean of the death of th	MATERIALS	Listening & Speaking: Unlock 3 Listening, Speaking & Critical Thinking (Unit 3)	
LISTENING    variety in the main points in an idea or problem with reasonable accuracy in familiar contexts (information one) to ear express belief, opinion, agreement and disagreement politely. (Informat discussion (with friends), CEFR: 40)   variety. (Informat discussion (with friends), CEFR: 41)   variety. (Decad Listening Comprehension, CEFR: 28)   variety. (Overall Listening Comprehension, CEFR: 8)   variety. (Information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74)   variety. (Informat discussion) (with firends), CEFR: 416)   variety. (Variety. (Variety. Variety. Var		CEFR DESCRIPTORS	FOCUSED OBJECTIVES
everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (Overall Listening Comprehension, CEPR: 4)  understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74)  SPEAKING  SPEAKING  can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268) can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471) can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 479)  susce a control, though with noticeable mother-tongue influence. Frorts occur, but it is clear what they are trying to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbics and interests, work, travel, and current events. (CEFR: 175)  OPTIONAL  ASSIGNMNETS  everyday topics.  everyday topics.  everyday topics whetorical questions in listening texts and use the context to guess the mean of understand key vocabulary in listening texts and use the context to guess the mean of understand the main ideas and specific details in clear, standard audio or viceorations and specific details in clear, standard audio or viceorations and specific details in clear, standard audio or viceorations and specific details in clear, standard audio or viceorations and specific details in clear, standard audio or viceorations and specific details in clear, standard audio or viceorations and specific details in clear, standard audio or viceorations and specific details in clear, standard audio or viceorations and specific details in clear, standard audio or viceorations and specific details in clear, standard audio recognize the vecognize have been dear the main idea of the main			Main Course: By the end of this week, students will be able to:
precision. (Sustained monologue: giving information, CEFR: 268) can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471) can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469)  GRAMMAR STRUCTURE  GRAMMAR STRUCTURE  GRAMMAR  STRUCTURE  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. (CEFR: 1174) suese reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR: 1175)  VOCABULARY  COCABULARY  ASSIGNMNETS  ASSIGNMNETS  Preparing to Listen (Part 4 and 5) p.63 Listening 1: Preparing to Listen (Part 4) p.71  Listening 2: Preparing to Listen (Part 2) p.71  Expression on an idea by adding reasons, examples and extra details to make to message clearer.  Exprand on an idea by adding reasons, examples and extra details to make to message clearer.  Exprand on an idea by adding reasons, examples and extra details to make to message clearer.  Exprand on an idea by adding reasons, examples and extra details to make to message clearer.  Exprand on an idea by adding reasons, examples and extra details to make to message clearer.  Exprand on an idea by adding reasons, examples and extra details to make to message clearer.  Exprand on an idea by adding reasons, examples and extra details to make to message clearer.  Exprand on an idea by adding reasons, examples and extra details to make to message clearer.  Exprand on an idea by adding reasons, examples and extra details to make to message clearer.  Exprand on an idea by adding reasons, examples and extra details to make to message clearer.  Exprand on an idea by adding reasons, examples and extra details to make to message clearer.  Exprand on an idea by adding reasons.  Exprand on an idea by adding reasons.  Exprand on an idea by adding r	LISTENING	everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (Overall Listening Comprehension, CEFR: 8)  understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and	<ul> <li>recognize rhetorical questions in listening texts.</li> <li>understand key vocabulary in listening texts and use the context to guess the meaning of unfamiliar words.</li> <li>understand the main ideas and specific details in clear, standard audio or video recordings on familiar topics.</li> <li>take simple notes on key details while listening to short video or audio recordings.</li> <li>recognize how a listening text is organized (e.g. introduction, main points, examples,</li> </ul>
STRUCTURE  good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174)  *uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR: 1175)  VOCABULARY  *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. (CEFR: 1163)  *Units / Focus Areas:  *use a sufficient range of vocabulary and simple circumlocutions when talking all everyday topics (family, friends, daily routines, free-time activities, study/w travel) and common social or environmental issues (e.g. endangered species).  Units / Focus Areas:  *vocabulary related problems and solutions  OPTIONAL  *N / A  ASSIGNMNETS  Listening 1: Preparing to Listen (Part 4 and 5) p.63  *Listening 2: Preparing to Listen (Part 2) p.71	SPEAKING	<ul> <li>precision. (Sustained monologue: giving information, CEFR: 268)</li> <li>can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471)</li> <li>can give or seek personal views and opinions in discussing topics of</li> </ul>	expand on an idea by adding reasons, examples and extra details to make their message clearer.
VOCABULARY       ♦ 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. (CEFR: 1163)       ♦ use a sufficient range of vocabulary and simple circumlocutions when talking all everyday topics (family, friends, daily routines, free-time activities, study/w travel) and common social or environmental issues (e.g. endangered species).         OPTIONAL       ♦ N / A         ASSIGNMNETS       ♣ Listening 1: Preparing to Listen (Part 4 and 5) p.63         ♦ Listening 1: Discussion (Part 11) p.66         ♦ Language Development: Talking about Problems and Solutions (Part 1, 2 and 3) p.67         ♦ Listening 2: Preparing to Listen (Part 2) p.71		good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174)  stream uses reasonably accurately a repertoire of frequently used "routines"	
ASSIGNMNETS   Listening 1: Preparing to Listen (Part 4 and 5) p.63  Listening 1: Discussion (Part 11) p.66  Language Development: Talking about Problems and Solutions (Part 1, 2 and 3) p.67  Listening 2: Preparing to Listen (Part 2) p.71  Listening 2: Preparing to Listen (Part 2) p.71		♦ 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. (CEFR: 1163)	everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species).  Units / Focus Areas:
<ul> <li>Listening 1: Discussion (Part 11) p.66</li> <li>Language Development: Talking about Problems and Solutions (Part 1, 2 and 3) p.67</li> <li>Listening 2: Preparing to Listen (Part 2) p.71</li> </ul>			
	ASSIGNMNETS	<ul> <li>Listening 1: Discussion (Part 11) p.66</li> <li>Language Development: Talking about Problems and Solutions (Part 1, 2 and 3) p.67</li> </ul>	
EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS:  N/ A	EXAMINATIONS	& IMPORTANT DATES & ANNOUNCEMENTS:	N/A

WEEK & DATE	WEEK 4	15.12.2025-19.12.2025
MATERIALS	Listening & Speaking: Unlock 3 Listening, Speaking & Critical Thinking	(Unit 4)
	CEFR DESCRIPTORS	FOCUSED OBJECTIVES
		Main Course: By the end of this week, students will be able to:
LISTENING	❖ understand straightforward factual information about common	❖ predict the content of a video using visual cues (e.g. <i>title, images</i> ).
	everyday or job-related topics, identifying both general messages and	• understand the main ideas and specific details in clear, standard audio or video
	specific details, provided people articulate clearly in a generally	recordings on familiar topics.
	familiar variety. (Overall Listening Comprehension, CEFR: 8)	• understand key vocabulary in listening texts, using context to guess the meaning
	❖ understand the information content of the majority of recorded or	when necessary.
	broadcast material on topics of personal interest delivered in clear	* take simple notes on key details while listening to short video or audio recordings.
	standard language. (Understanding Audio (or signed) Media and	* identify basic cause-and-effect relationships in listening texts (e.g. why something
	Recordings, CEFR: 74)	happens and what the result is).
		recognize /t/ and /d/ sounds in connected speech while listening.
SPEAKING	❖ can explain the main points in an idea or problem with reasonable	• use common adverbs for emphasis (e.g. really, absolutely, definitely) to make their
	precision. (Sustained monologue: giving information, CEFR: 268)	opinions and feelings stronger in speech.
	❖ can express belief, opinion, agreement and disagreement politely.	• use phrases with that (e.g. I think that, It is clear that, The fact that) to
	(Informal discussion (with friends), CEFR: 471)	introduce opinions and explanations clearly.
	❖ can give or seek personal views and opinions in discussing topics of	
	interest. (Informal discussion (with friends), CEFR: 469)	
GRAMMAR /	❖ communicates with reasonable accuracy in familiar contexts;	• use a range of tenses and structure, and adapt language they have learnt previously.
STRUCTURE	generally good control, though with noticeable mother-tongue	Units / Focus Areas:
	influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174)	present perfect
	<ul> <li>uses reasonably accurately a repertoire of frequently used "routines"</li> </ul>	
	and patterns associated with more predictable situations. (CEFR:	
	1175)	
VOCABULARY	❖ have sufficient vocabulary to express themselves with some	• use a sufficient range of vocabulary and simple circumlocutions when talking about
	circumlocutions on most topics pertinent to their everyday life such	everyday topics (family, friends, daily routines, free-time activities, study/work,
	as family, hobbies and interests, work, travel, and current events.	travel) and common social or environmental issues (e.g. endangered species).
	(CEFR: 1163)	Units / Focus Areas:
OPTIONAL	A. Listaning 1, Danaging to Listan (Dort 2) v 95	suffixes
	<ul> <li>Listening 1: Preparing to Listen (Part 3) p.85</li> <li>Listening 1: Preparing to Listen (Part 1 and 2) p.84</li> </ul>	
ASSIGNMNETS		
	Listening 1: Discussion (Part 14) p.88	
★ Listening 2: Preparing to Listen (Part 1) p.92         EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS:       Speaking Task - 2 (In-class)		
EXAMINATIONS &	A IMPUKTANT DATES & ANNUUNCEMENTS:	Speaking Task – 2 (In-class)

WEEK & DATE	WEEK 5	22.12.2025-26.12.2025
MATERIALS	Listening & Speaking: Unlock 3 Listening, Speaking & Critical Thinking	g (Unit 5)
	CEFR DESCRIPTORS	FOCUSED OBJECTIVES
		Main Course: By the end of this week, students will be able to:
LISTENING	<ul> <li>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. (Overall Listening Comprehension, CEFR: 8)</li> <li>understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74)</li> </ul>	<ul> <li>predict the content of a video using visual cues (e.g. title, images).</li> <li>understand the main ideas and specific details in clear, standard audio or video recordings on familiar topics.</li> <li>understand key vocabulary in listening texts, using context to guess the meaning when necessary.</li> <li>recognize the speaker's attitude and emotion from intonation and stress while listening.</li> </ul>
SPEAKING	<ul> <li>can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268)</li> <li>can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471)</li> <li>can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469)</li> </ul>	<ul> <li>organize ideas in an ideas map (grouping and linking related points) before speaking.</li> <li>present persuasively by giving reasons and supporting details (e.g., examples, facts, brief explanations).</li> </ul>
GRAMMAR / STRUCTURE	<ul> <li>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. (CEFR: 1174)</li> <li>uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR: 1175)</li> </ul>	<ul> <li>use a range of tenses and structure, and adapt language they have learnt previously.</li> <li>Units / Focus Areas:</li> <li>phrasal verbs</li> </ul>
VOCABULARY	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. (CEFR: 1163)	<ul> <li>use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species).</li> <li>Units / Focus Areas:</li> <li>adjectives to describe well-being</li> </ul>
OPTIONAL	❖ Listening 1: Discussion (Part 11 and 12) p.110	
ASSIGNMNETS	Listening 1: Preparing to Listen (Part 1 and 2) p.106	
	Language Development: Adjectives to Describe Well-Being (Part 6) p.113	
	❖ Listening 2: Preparing to Listen (Part 1 and 2) p.114-115	
<b>EXAMINATIONS &amp;</b>	IMPORTANT DATES & ANNOUNCEMENTS:	Mid-Exam will be conducted on 25 <sup>th</sup> December 2025.

WEEK & DATE	WEEK 6	29.12.2025-02.01.2026
MATERIALS	Listening & Speaking: Unlock 3 Listening, Speaking & Critical Thinking	g (Unit 6)
	CEFR DESCRIPTORS	FOCUSED OBJECTIVES
		Main Course: By the end of this week, students will be able to:
LISTENING	<ul> <li>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. (Overall Listening Comprehension, CEFR: 8)</li> <li>understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear</li> </ul>	<ul> <li>predict the content of a video using visual cues (e.g. title, images).</li> <li>understand the main ideas and specific details in clear, standard audio or video recordings on familiar topics.</li> <li>understand key vocabulary in listening texts, using context to guess the meaning when necessary.</li> <li>predict the content of a listening text using context clues (topic, key words, visuals,</li> </ul>
	standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74)	situation).  recognize weak and strong forms in natural speech while listening.
SPEAKING	<ul> <li>can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268)</li> <li>can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471)</li> <li>can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469)</li> </ul>	<ul> <li>preview a topic clearly at the start of a short talk (e.g., stating what they will talk about and the main points).</li> <li>organize their ideas in a logical order using simple signposting language (e.g., first, next, finally).</li> <li>explain how something is used by giving clear steps/instructions and key details (e.g., you need, first you, then you, finally).</li> </ul>
GRAMMAR / STRUCTURE	<ul> <li>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. (CEFR: 1174)</li> <li>uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR: 1175)</li> </ul>	<ul> <li>use a range of tenses and structure, and adapt language they have learnt previously.</li> <li>Focus Areas:</li> <li>passive verb forms</li> </ul>
VOCABULARY	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. (CEFR: 1163)	<ul> <li>use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species).</li> <li>Units / Focus Areas:</li> <li>uses of the verb make</li> </ul>
OPTIONAL	<ul> <li>Watch and Listen: Discussion (Part 5) p.127</li> <li>Preparation for Speaking (Part 1, 2, 3, 4, 5 and 6) p.141-143 (ASYNC)</li> </ul>	CHRONOUS)
ASSIGNMNETS	<ul> <li>Listening 1: Preparing to Listen (Part 2) p.128</li> <li>Listening 2: Preparing to Listen (Part 3) p.136-137</li> </ul>	
EXAMINATIONS &	IMPORTANT DATES & ANNOUNCEMENTS:	1st January – New Year's Day – Public Holiday

specific details, provided people articulate clearly in a generally familiar variety. (Overall Listening Comprehension, CEFR: 8)  defaults variety. (Overall Listening of context of broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74)  SPEAKING  SPEAKING  defaults variety. (Overall Listening Comprehension, CEFR: 268)  defaults variety. (Overall Listening of the provision of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74)  SPEAKING  SPEAKING  defaults variety. (Overall Listening Comprehension, CEFR: 268)  defaults variety. (Overall Listening 1: proparing to Listen (Part 1) p.150  defaults variety. (Overall Listening 1: preparing to Listen (Part 1) p.150  defaults variety. (Overall Listening 1: preparing to Listen (Part 1) p.150  defaults variety. (Overall Listening to context to guess the nuderstand key vocabulary in listening texts, using context to guess the nuderstand key vocabulary in listening texts, using context to guess the nuderstand key vocabulary in listening texts, using context to guess the nuderstand key vocabulary in listening texts, using context to guess the nuderstand key vocabulary in listening texts, using context to guess the nuderstand key vocabulary in listening texts, using context to guess the nuderstand key vocabulary in listening texts, using context to guess the nuderstand the vace sufficient or clearly beautiful and the notice of recognize auxiliary verbs used for othershamile listening to short the sounds may be reduced or not clearly heard.  ask for	WEEK & DATE	WEEK 7	05.01.2026-09.01.2026
LISTENING    * understand straightforward factual information about common everyday orjob-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (Overall Listening Comprehension, CEFR: 8)   * understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74)    * **Cordings, CEFR: 74**   * * **Cordings, CEFR: 74**   * * * * * * * * * * * * * * * * * *	MATERIALS	Listening & Speaking: Unlock 3 Listening, Speaking & Critical Thinking (Unit 7)	
LISTENING		CEFR DESCRIPTORS	FOCUSED OBJECTIVES
specific details, provided people articulate clearly in a generally familiar variety. (Overall Listening Comprehension, CEFR: 8)  dunderstand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74)  SPEAKING  SPEAKING  can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268)  can express belief, opinion, agreement and disagreement politicly. (Informal discussion (with friends), CEFR: 471)  can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469)  GRAMMAR  STRUCTURE  GRAMMAR  STRUCTURE  CERE: 1175)  VOCABULARY  CEFR: 1163)  winderstand the main ideas and specific details in clear, standard audio or recordings of militar topics.  understand the main ideas and specific details in clear, standard audio or recordings of mailiar topics.  understand the main ideas and specific details in clear, standard audio or recordings of mailiar topics.  understand the main ideas and specific details in clear, standard audio or recordings of mailiar topics.  understand the main ideas and specific details in clear, standard audio or recordings of mailiar topics.  understand the main ideas and specific details in clear, standard audio or recordings of the proper details in clear, standard audio or recordings of the proper details in clear, standard audio or recordings of the proper details in clear, standard audio or recordings of the proper details in clear, standard audio or recordings of the proper details in clear, standard audio or recordings of the proper details in clear, standard audio or recordings of the proper details in clear, standard audio or recordings of the proper details in clear, standard audio or excended in clear standard language they have learn to proper details while listening to short vide or audio recording and sucus			Main Course: By the end of this week, students will be able to:
precision. (Sustained monologue: giving information, CEFR: 268)  can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471)  can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469)  GRAMMAR  STRUCTURE  GRAMMAR  STRUCTURE  GRAMMAR  STRUCTURE  OPTIONAL  ASSIGNMNETS  Feel about?).  can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471)  can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471)  can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469)  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. (CEFR: 1174)  vuses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR: 1175)  VOCABULARY  Assignmets  Procession. (Sustained monologue: giving information, CEFR: 471)  check and clarify information politely (e.g., Do you mean? / So, you're say / Let me check I understood).  ask relevant follow-up questions to keep the conversation going and gather (e.g., Why? / What happened next? / Can you give an example?).  use a range of tenses and structure, and adapt language they have learnt prev. Units / Focus Areas:  adverbs already, just, yet and still  predictions and expectations about the future  vuse a range of tenses and structure, and adapt language they have learnt prev. Units / Focus Areas:  adverbs already, just, yet and still  predictions and expectations about the future  vuse a range of tenses and structure, and adapt language they have learnt prev. Units / Focus Areas:  adverbs already, just, yet and still  predictions and expectations (e.g., Why? / What happened next? / Can you		everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (Overall Listening Comprehension, CEFR: 8)  understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and	<ul> <li>understand the main ideas and specific details in clear, standard audio or video recordings on familiar topics.</li> <li>understand key vocabulary in listening texts, using context to guess the meaning when necessary.</li> <li>take simple notes on key details while listening to short video or audio recordings.</li> <li>recognize auxiliary verbs used for emphasis while listening (e.g., do/does/did).</li> <li>notice vowel omission in connected speech while listening and understand that some sounds may be reduced or not clearly heard.</li> </ul>
VOCABULARY       ♦ 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. (CEFR: 1163)       ♦ use a sufficient range of vocabulary and simple circumlocutions when talking everyday topics (family, friends, daily routines, free-time activities, study travel) and common social or environmental issues (e.g. endangered species)         Units / Focus Areas:       ♦ vocabulary related to talking about recent events and actions         ASSIGNMNETS       Listening 1: Preparing to Listen (Part 1) p.150       ♦ Listening 1: Discussion (Part10) p.154	GRAMMAR /	<ul> <li>precision. (Sustained monologue: giving information, CEFR: 268)</li> <li>can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471)</li> <li>can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469)</li> <li>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. (CEFR: 1174)</li> <li>uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR:</li> </ul>	<ul> <li>check and clarify information politely (e.g., Do you mean? / So, you're saying? / Let me check I understood).</li> <li>ask relevant follow-up questions to keep the conversation going and gather details (e.g., Why? / What happened next? / Can you give an example?).</li> <li>use a range of tenses and structure, and adapt language they have learnt previously.</li> <li>Units / Focus Areas:</li> <li>adverbs already, just, yet and still</li> </ul>
ASSIGNMNETS   ❖ Listening 1: Preparing to Listen (Part 1) p.150  ❖ Listening 1: Discussion (Part10) p.154		♦ 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. (CEFR: 1163)	
❖ Listening 1: Discussion (Part10) p.154			
	ASSIGNMNETS		
EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS:  Speaking Mini Task-3 (In-class) / Progress Test			

WEEK & DATE	WEEK 8	12.01.2026-16.01.2026
MATERIALS	Listening & Speaking: Unlock 3 Listening, Speaking & Critical Thinking (Unit 8)	
	CEFR DESCRIPTORS	FOCUSED OBJECTIVES
		Main Course: By the end of this week, students will be able to:
LISTENING	<ul> <li>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. (Overall Listening Comprehension, CEFR: 8)</li> <li>understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74)</li> </ul>	<ul> <li>predict the content of a video using visual cues (e.g. title, images).</li> <li>understand the main ideas and specific details in clear, standard audio or video recordings on familiar topics.</li> <li>understand key vocabulary in listening texts, using context to guess the meaning when necessary.</li> <li>take simple notes on key details while listening to short video or audio recordings.</li> <li>recognize silent letters while listening</li> </ul>
SPEAKING	<ul> <li>can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268)</li> <li>can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471)</li> <li>can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469)</li> </ul>	<ul> <li>use gerunds as subjects to talk about actions and general ideas (e.g., Recycling helps / Studying regularly improves).</li> <li>support an argument by presenting clear reasons and simple evidence (e.g., examples, facts, brief explanations).</li> <li>paraphrase key points using different words and sentence structures to avoid repetition and clarify meaning.</li> </ul>
GRAMMAR / STRUCTURE	<ul> <li>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. (CEFR: 1174)</li> <li>uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR: 1175)</li> </ul>	<ul> <li>use a range of tenses and structure, and adapt language they have learnt previously.</li> <li>Vnits / Focus Areas:</li> <li>conditional sentences</li> </ul>
VOCABULARY	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. (CEFR: 1163)	<ul> <li>use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species).</li> <li>Units / Focus Areas:</li> <li>collocations with pay and money</li> </ul>
OPTIONAL	❖ Listening 1: Discussion (Part 12 and 13) p.176	
ASSIGNMNETS	<ul> <li>Listening 1: Preparing to Listen (Part 1 and 2) p.172</li> <li>Language Development: Collocations with Pay and Money (Part1) p. 177</li> <li>Listening 2: Preparing to Listen (Part 3, 4 and 5) p.180-181</li> <li>Listening 2: Post Listening Discussion (Part 9) p. 182</li> </ul>	
<b>EXAMINATIONS &amp;</b>	IMPORTANT DATES & ANNOUNCEMENTS:	N/A

# YALOVA UNIVERSITY - SCHOOL OF FOREIGN LANGUAGES 2025-2026 ACADEMIC YEAR -B1 LEVEL SPEAKING COURSE SYLLABUS

MATERIALS	<b>Speaking:</b> Unlock 3 Listening, Speaking & Critical Thinking Speaking Tasks	
WEEK & DATE	CEFR DESCRIPTORS	FOCUSED OBJECTIVES
		Main Course: By the end of this week, students will be able to:
WEEK 1	<ul> <li>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. (Addressing audiences, CEFR: 308)</li> <li>can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268)</li> </ul>	<ul> <li>use signposting language to organise a short talk (e.g., First, Next, Finally, To sum up).</li> <li>introduce examples to support their ideas (e.g., For example, For instance, Such as).</li> <li>express general beliefs and opinions politely (e.g., I think, I believe, In general, Most people believe).</li> </ul>
WEEK 2	<ul> <li>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. (Addressing audiences, CEFR: 308)</li> <li>can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268)</li> </ul>	❖ give a two-minute presentation about the human threats to an endangered species.
WEEK 3	<ul> <li>can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268)</li> <li>can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469)</li> <li>can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471)</li> </ul>	* take part in a debate about allowing a new wind farm near a town / city they live in.
WEEK 4	<ul> <li>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. (Addressing audiences, CEFR: 308)</li> <li>can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268)</li> </ul>	give a presentation on a transport problem and suggest solutions to solve the problem.
WEEK 5	<ul> <li>can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268)</li> <li>can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469)</li> <li>can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471)</li> </ul>	* take part in a discussion about whether special occasions have become too commercial.

WEEK 6	* give a prepared straightforward presentation on a familiar topic within	sive a presentation to a group of students about an idea for a health product or
	their field which is clear enough to be followed without difficulty most	programme.
	of the time, and in which the main points are explained with reasonable	
	precision. (Addressing audiences, CEFR: 308)	
	❖ can explain the main points in an idea or problem with reasonable	
	precision. (Sustained monologue: giving information, CEFR: 268)	
WEEK 7	• give a prepared straightforward presentation on a familiar topic within	sive a presentation about an invention or a discovery which has changed our lives.
	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. (Addressing audiences, CEFR: 308)	
	* can explain the main points in an idea or problem with reasonable	
	precision. (Sustained monologue: giving information, CEFR: 268)	
WEEK 8	* can explain the main points in an idea or problem with reasonable	take part in an interview to find out attitudes about uniforms and dress codes.
	precision. (Sustained monologue: giving information, CEFR: 268)	
	* can give or seek personal views and opinions in discussing topics of	
	interest. (Informal discussion (with friends), CEFR: 469)	
	* can express belief, opinion, agreement and disagreement politely.	
	(Informal discussion (with friends), CEFR: 471)	
EXAMINATIONS	S & IMPORTANT DATES & ANNOUNCEMENTS:	Presentations of <u>Unit 1 Speaking Task (Week 2)</u> , <u>Unit 3 Speaking Task (Week 4)</u>
		and Unit 6 Speaking Task (Week 7) will be graded as Speaking Tasks.