# English Curriculum - Lesson Objectives

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| Level | Skill | Topic | Objectives |
| Pre-A1 | Reading | Animals | Recognize and name common animals. Understand and respond to simple descriptive sentences about animals (e.g., color, size). |
|  |  | Seasons | Identify the four seasons and match them with relevant weather conditions and activities. Read simple sentences describing seasonal changes. |
|  |  | Sports | Recognize and name common sports. Understand and respond to simple sentences about sports activities. |
|  |  | Holidays | Identify major holidays and associate them with specific activities and symbols. Read and comprehend basic texts about holiday traditions. |
|  | Speaking | CVC words | Pronounce and use consonant-vowel-consonant (CVC) words correctly in simple sentences. Engage in basic dialogues using CVC vocabulary. |
|  |  | Silent letters | Recognize and correctly pronounce words with silent letters. Use silent letter words in simple sentences. |
|  |  | Differentiating sounds | Differentiate between commonly confused sounds in English. Produce clear sounds when speaking in sentences. |
|  |  | Double consonants | Recognize and pronounce words with double consonants accurately. Use these words in context during speaking activities. |
|  |  | Short and long vowels | Identify and pronounce short and long vowel sounds. Use both types of vowels in spoken sentences. |
|  |  | Long vowels and magic e | Understand the effect of the "magic e" on vowel sounds and pronounce long vowels correctly. Incorporate magic e words in speaking activities. |
|  |  | Phonetics | Learn basic phonetic symbols and sounds to improve pronunciation. Apply phonetic sounds in simple speaking exercises. |
|  |  | Double vowels | Recognize and pronounce double vowel sounds accurately. Use double vowel words in context during speaking activities. |
|  |  | Sh and Ch sounds | Differentiate and correctly pronounce the "sh" and "ch" sounds. Incorporate these sounds in basic conversations. |
|  |  | First letters and self-introduction | Identify and pronounce the initial sounds of common words. Practice self-introduction, including name, age, grade level, and nationality. |
|  | Writing | Continue the sentences and punctuation | Complete simple sentences using appropriate vocabulary and correct punctuation. Demonstrate understanding of basic sentence structure. |
|  |  | Describe the body parts | Use basic vocabulary to write descriptions of body parts based on visual prompts. Construct simple sentences focusing on body parts. |
|  |  | Vocabulary matching and fill in the blanks | Match vocabulary words with corresponding pictures or definitions. Complete sentences by filling in the blanks with appropriate words. |
|  |  | Short dialogues | Write short dialogues using familiar phrases and vocabulary related to everyday situations. Incorporate correct punctuation and sentence structure. |
|  | Listening | Clothes | Recognize and understand vocabulary related to clothes through listening activities. Respond to simple questions about clothing items. |
|  |  | Jobs and professions | Recognize and understand vocabulary related to jobs and professions through listening exercises. Identify job-related vocabulary in context. |
|  |  | Senses | Recognize and understand vocabulary related to the five senses in listening activities. Respond to questions about sensory experiences. |
|  |  | Nationalities and countries | Recognize and understand vocabulary related to nationalities and countries. Listen and respond to simple dialogues about different nationalities. |
|  | Grammar | Verbs (action + to be) | Understand and use basic action verbs and the verb "to be" in simple sentences. Construct sentences that combine action verbs with "to be." |
|  |  | Nouns | Understand and use basic nouns in simple sentences. Identify nouns in context during speaking and writing activities. |
|  |  | Adjectives | Understand and use basic adjectives to describe nouns in simple sentences. Incorporate adjectives into speaking and writing exercises. |
|  |  | Prepositions | Understand and use basic prepositions in simple sentences. Demonstrate correct use of prepositions in context. |
|  |  | Subject Verb agreement | Understand and apply correct subject-verb agreement in simple sentences. Practice writing sentences with matching subjects and verbs. |
|  |  | Subject pronouns | Understand and use basic subject pronouns in simple sentences. Identify subject pronouns in listening and reading activities. |
|  |  | Object pronouns | Understand and use basic object pronouns in simple sentences. Use object pronouns in speaking exercises. |
|  |  | Possessive pronouns | Understand and use basic possessive pronouns in simple sentences. Create sentences to demonstrate possession. |
|  |  | Questions | Understand and form basic questions in simple sentences. Practice asking and answering questions in conversational activities. |
|  |  | General summary | Review and consolidate all grammar topics covered in the course through interactive activities. Apply learned grammar concepts in context during speaking and writing exercises. |
|  | Comprehensive | Alphabet and basic words | Reading: Recognize and read the English alphabet; identify and read basic vocabulary words. Speaking: Pronounce the letters of the alphabet and basic vocabulary correctly. Writing: Write the letters of the alphabet and simple words accurately. Listening: Understand and identify the sounds of the alphabet and basic vocabulary when spoken. |
|  |  | Numbers | Reading: Read and recognize numbers 1-20. Speaking: Count from 1 to 20 and use numbers in simple sentences (e.g., "I have three apples."). Writing: Write numbers in numerical and word form. Listening: Recognize and understand numbers when spoken in context (e.g., in counting games). |
|  |  | Colors and shapes | Reading: Identify and read vocabulary related to basic colors and shapes. Speaking: Describe objects using colors and shapes in simple sentences (e.g., "The ball is red."). Writing: Complete sentences describing colors and shapes (e.g., "This is a blue square."). Listening: Understand descriptions of colors and shapes in simple contexts. |
|  |  | Weekdays and months | Reading: Read and recognize the names of the days of the week and months of the year. Speaking: Use vocabulary related to days and months in context (e.g., "Today is Monday."). Writing: Write sentences about their weekly activities (e.g., "I go to school on Tuesday."). Listening: Identify days and months when spoken in conversation or songs. |
|  |  | Weather conditions | Reading: Recognize and read vocabulary related to common weather conditions. Speaking: Describe the weather using simple sentences (e.g., "It is sunny today."). Writing: Complete sentences about the weather (e.g., "The weather is rainy."). Listening: Understand weather-related vocabulary when discussed in simple dialogues. |
|  |  | Pre-A1 exit test + review | Reading: Demonstrate reading comprehension by answering questions about familiar topics. Speaking: Participate in a short oral assessment to discuss learned vocabulary and concepts. Writing: Complete a written assessment that includes basic sentence construction and vocabulary use. Listening: Show understanding through listening activities that cover various topics from the curriculum. |
| A1 | Reading | Jobs | Recognize and understand vocabulary related to various jobs and professions. Read simple texts describing different jobs and their responsibilities. |
|  |  | Fiction reading | Engage with short fictional texts, identifying main ideas and characters. Demonstrate comprehension by answering questions about the story. |
|  |  | Non fiction reading | Read and understand short non-fiction texts on familiar topics. Identify key details and main ideas from the texts. |
|  |  | Recipes | Recognize and follow simple recipes, understanding cooking vocabulary and instructions. Identify ingredients and cooking methods in written recipes. |
|  | Speaking | Greetings and introductions | Use appropriate greetings and introductions in conversations. Practice simple dialogues that include personal information. |
|  |  | Time and date | Tell and ask for the time and date in conversation. Use phrases related to scheduling and planning. |
|  |  | Hobbies | Discuss hobbies and interests using appropriate vocabulary. Share personal experiences related to hobbies in conversation. |
|  |  | My home | Describe one’s home and its features using vocabulary related to rooms and furniture. Engage in discussions about living arrangements and home life. |
|  | Writing | Paragraph writing | Write clear, simple paragraphs on familiar topics, using proper structure (topic sentence, supporting details). Use cohesive devices to connect ideas within paragraphs. |
|  |  | Short summaries | Summarize short texts, highlighting main ideas and key details. Write concise summaries in response to reading assignments. |
|  |  | Describing pictures | Write descriptive sentences about pictures, focusing on details and actions. Use appropriate vocabulary to convey meaning clearly. |
|  |  | Step writing | Write step-by-step instructions for simple tasks (e.g., making a sandwich). Use sequencing words (first, next, then) to organize steps clearly. |
|  | Listening | Sports | Understand and identify vocabulary related to various sports. Follow spoken descriptions of sports activities and respond to related questions. |
|  |  | Short news broadcasts | Listen to and comprehend short news segments, identifying key information. Respond to questions about news topics discussed in class. |
|  |  | Grocery shopping | Recognize vocabulary related to grocery shopping and food items. Understand dialogues that involve buying and selling in a grocery context. |
|  |  | Plane | Listen to conversations or announcements related to air travel. Identify key information, such as departure times and boarding instructions. |
|  | Grammar | Adjectives | Understand and use adjectives to describe nouns in sentences. Identify and use comparative and superlative forms in context. |
|  |  | Prepositions | Understand and use basic prepositions of place and time in sentences. Create sentences that accurately use prepositions to describe locations and timing. |
|  |  | Articles "a , an , the" | Recognize and correctly use definite and indefinite articles in sentences. Apply article usage in writing and speaking activities. |
|  |  | Nouns (Proper/Common) | Differentiate between proper and common nouns and use them correctly in sentences. Identify nouns in context during reading and listening exercises. |
|  |  | There is/There are | Use "there is" and "there are" to describe the existence of people and objects in sentences. Formulate questions and negative statements using these structures. |
|  |  | Adverbs | Understand and use basic adverbs of manner, frequency, and time in sentences. Incorporate adverbs into speaking and writing exercises for clarity and detail. |
|  |  | Past simple/continuous | Use the past simple and past continuous tenses to describe past events and actions. Formulate sentences and questions using both tenses accurately. |
|  |  | Present simple/continuous | Use the present simple and present continuous tenses to describe habits and ongoing actions. Practice forming affirmative, negative, and interrogative sentences in both tenses. |
|  |  | Future simple/continuous | Understand and use the future simple and future continuous tenses to express future plans and actions. Construct sentences that convey future intentions clearly. |
|  |  | Grammar assessment | Demonstrate understanding of key grammar concepts through assessment activities. Apply learned grammar rules in context during writing and speaking tasks. |
|  | Comprehensive | Review of Pre-A1 | Consolidate knowledge of vocabulary and grammar concepts learned at the Pre-A1 level through integrated activities. Apply Pre-A1 skills in reading, writing, speaking, and listening tasks. |
|  |  | Food and drinks | Recognize and use vocabulary related to food and drinks in all four skills. Engage in conversations and writing activities about preferences and recipes. |
|  |  | Likes and dislikes | Express personal likes and dislikes using appropriate vocabulary and sentence structures. Engage in dialogues discussing preferences and opinions. |
|  |  | Personal information | Share and write personal information accurately, including name, age, and background. Understand questions about personal details and respond appropriately. |
|  |  | Family and relationships | Describe family members and relationships using correct vocabulary and simple sentences. Discuss family activities and dynamics in speaking and writing tasks. |
|  |  | Daily routine | Describe daily routines using the present simple tense. Understand and respond to questions about daily activities. |
|  |  | Weather | Recognize and use vocabulary related to weather conditions in speaking and writing. Engage in conversations discussing the weather and its effects on daily life. |
|  |  | Transportation | Identify vocabulary related to transportation methods and related activities. Discuss travel plans and experiences using appropriate language. |
|  |  | Shopping | Understand vocabulary related to shopping and money transactions. Engage in role-play activities simulating shopping experiences. |
|  |  | A1 exit test + review | Demonstrate understanding of key concepts learned at the A1 level through integrated assessment activities. Apply knowledge across all four skills in preparation for further language learning. |
| A2 | Reading | Holidays and celebrations | Read and understand texts about various holidays and their cultural significance. Identify key vocabulary and details related to celebrations in different cultures. |
|  |  | Friendships | Engage with texts discussing the theme of friendships, identifying key characteristics and values. Demonstrate comprehension by summarizing main ideas and discussing personal experiences related to friendships. |
|  |  | Biographies | Read and comprehend short biographies, identifying important life events and contributions of notable individuals. Extract and discuss key information from biographies in written and spoken formats. |
|  |  | Feelings and emotions | Understand vocabulary related to feelings and emotions through reading texts. Identify and discuss how different situations can evoke various emotional responses. |
|  | Speaking | Describing people | Use descriptive language to talk about physical appearances and personality traits of individuals. Engage in conversations where students practice describing themselves and others. |
|  |  | Describing places | Describe places using appropriate vocabulary and expressions, focusing on sensory details. Participate in discussions about favorite locations and their significance. |
|  |  | Future plans | Discuss future plans and aspirations using appropriate tenses and vocabulary. Engage in conversations about goals and upcoming events. |
|  |  | Favorite holiday presentation | Prepare and deliver a short presentation about a favorite holiday, including key traditions and personal significance. Use visual aids to enhance presentations and engage with the audience during Q&A sessions. |
|  | Writing | Writing instructions | Write clear, step-by-step instructions for simple tasks, ensuring logical sequence and clarity. Use imperative verbs and appropriate transition words to enhance readability. |
|  |  | Describing objects/people/places | Write descriptive texts that accurately portray objects, people, or places, focusing on details and characteristics. Employ a range of adjectives to create vivid imagery in writing. |
|  |  | Writing short reviews | Write concise reviews of books, movies, or products, expressing opinions clearly and providing supporting reasons. Use appropriate vocabulary for reviews and practice organizing thoughts logically. |
|  |  | Essay format | Understand and apply the basic structure of an essay, including introduction, body, and conclusion. Write short essays on familiar topics, demonstrating coherence and cohesion in argumentation. |
|  | Listening | Nature and environment | Understand vocabulary related to nature and environmental issues through listening activities. Follow discussions and narratives about nature, identifying key points and supporting details. |
|  |  | Working out | Comprehend spoken texts related to exercise and fitness routines, identifying specific vocabulary and instructions. Follow audio instructions for simple workouts or fitness activities. |
|  |  | The bank | Recognize and understand vocabulary related to banking services and transactions through listening exercises. Follow dialogues and understand key phrases related to banking situations. |
|  |  | Hotels | Listen to conversations related to hotel bookings and accommodations, identifying key information and requests. Understand and respond to questions about hotel services and amenities. |
|  | Grammar | Adjectives ending with -ed / -ing | Differentiate between adjectives ending in -ed and -ing, understanding their usage in context. Use these adjectives accurately in speaking and writing tasks. |
|  |  | Possessive s | Understand and use possessive forms to indicate ownership in sentences. Apply possessive forms in both spoken and written activities. |
|  |  | Verbs followed by -ing or infinitive | Recognize verbs that require the gerund (-ing form) or infinitive form and use them correctly. Practice using these verbs in sentences and dialogues. |
|  |  | Nouns: coutable and non-countable | Understand the difference between countable and non-countable nouns and use them appropriately in context. Apply this knowledge in speaking and writing exercises. |
|  |  | Question forms | Formulate a variety of questions (yes/no, WH-questions) accurately in both written and spoken forms. Practice asking and answering questions in conversations. |
|  |  | Prepositions of time | Understand and use prepositions of time (e.g., in, on, at) in sentences correctly. Apply prepositions of time in discussing schedules and plans. |
|  |  | Articles: the or no article | Differentiate between when to use definite articles ("the") and when no article is needed. Use articles correctly in writing and speaking exercises. |
|  |  | Comparative/Superlatives | Form and use comparative and superlative adjectives to compare people, objects, and ideas. Apply these forms in speaking and writing activities. |
|  |  | Participle (Perfect tenses) | Understand the use of participles in forming perfect tenses. Use perfect tenses in speaking and writing to express completed actions. |
|  |  | Grammar assessment | Demonstrate understanding of grammar concepts covered through assessments and practical exercises. Apply learned grammar rules in context during writing and speaking tasks. |
|  | Comprehensive | Review of A1 | Consolidate knowledge from A1 level, revisiting key vocabulary, grammar, and skills through integrated activities. Apply A1 concepts in reading, writing, speaking, and listening exercises. |
|  |  | Daily life/activities | Discuss and write about daily routines and common activities using appropriate vocabulary and sentence structures. Engage in conversations describing typical day-to-day experiences. |
|  |  | Health/well-being | Understand vocabulary related to health and well-being through reading and listening activities. Discuss health-related topics, such as nutrition and exercise, in conversations. |
|  |  | Skills | Identify and discuss personal skills and talents, using appropriate vocabulary and expressions. Engage in discussions about skill development and improvement. |
|  |  | Feedback | Provide and receive constructive feedback on spoken and written work using appropriate language. Engage in peer reviews and discussions about improvement areas. |
|  |  | Restaurants | Understand and use vocabulary related to dining and restaurant experiences. Role-play restaurant scenarios, practicing ordering food and discussing menu items. |
|  |  | Shopping and services | Recognize vocabulary related to shopping scenarios and services in conversations and written texts. Discuss experiences and preferences related to shopping. |
|  |  | Directions and locations | Understand and give directions using appropriate vocabulary and prepositions. Engage in conversations about locations and navigational language. |
|  |  | Invitation and suggestions | Write and respond to invitations, practicing polite language and expressions. Discuss making plans and suggesting activities in conversations. |
|  |  | A2 exit test + review | Demonstrate understanding of key concepts learned at the A2 level through integrated assessment activities. Apply knowledge across all four skills in preparation for further language learning. |
| B1 | Reading | Famous landmarks | Read and analyze texts about famous landmarks, understanding their historical and cultural significance. Identify key vocabulary and details related to geography and architecture. |
|  |  | Famous authors/artists | Engage with biographical texts about notable authors and artists, understanding their contributions to literature and art. Summarize key points and discuss the impact of their work on society. |
|  |  | Pollution | Read articles discussing various types of pollution and their environmental impacts. Analyze arguments and perspectives related to pollution and sustainability. |
|  |  | Human rights | Understand texts that address human rights issues, identifying key vocabulary and concepts. Discuss various human rights movements and their significance in contemporary society. |
|  | Speaking | Expressing opinions | Practice articulating personal opinions on various topics, using appropriate phrases and structures. Engage in discussions that encourage respectful debate and the exchange of differing viewpoints. |
|  |  | Giving advice | Use language for giving advice effectively in conversational contexts. Role-play scenarios where students practice giving and receiving advice on various situations. |
|  |  | Achievements | Discuss personal achievements and aspirations, using appropriate vocabulary and expressions. Engage in conversations about success and the factors that contribute to it. |
|  |  | Presentation of student choice | Prepare and deliver presentations on topics of personal interest, incorporating research and visual aids. Engage the audience with Q&A sessions, demonstrating the ability to answer questions thoughtfully. |
|  | Writing | Writing about traditions | Write texts that describe cultural traditions, including details about their origins and significance. Use cohesive devices to connect ideas and ensure clarity in writing. |
|  |  | Writing informal and formal emails | Understand the differences between informal and formal email structures and tone. Practice writing both types of emails, focusing on clarity and appropriate language. |
|  |  | Describing experiences and events | Write narratives that effectively describe personal experiences or events, using past tenses and descriptive language. Organize writing with clear introductions, body paragraphs, and conclusions. |
|  |  | Advantages/Disadvantages | Write texts discussing the advantages and disadvantages of various topics, using comparative language. Develop logical arguments supported by examples and evidence. |
|  | Listening | The hospital | Understand vocabulary and dialogues related to hospital visits and medical situations. Follow conversations discussing health issues and procedures, identifying key information. |
|  |  | Influencers | Listen to discussions about social media influencers and their impact on society. Analyze opinions and viewpoints expressed in listening activities. |
|  |  | Self-care | Comprehend spoken texts related to self-care practices and mental health. Discuss self-care strategies and their importance in maintaining well-being. |
|  |  | Communication | Understand the various forms of communication discussed in listening exercises. Analyze effective communication strategies presented in spoken texts. |
|  | Grammar | Conditionals: zero , first | Understand and use zero and first conditionals to express real and possible situations. Practice forming sentences using conditional structures in context. |
|  |  | Active and passive voice | Differentiate between active and passive voice, understanding their uses in writing and speaking. Practice converting sentences from active to passive voice and vice versa. |
|  |  | Reflexive pronouns | Understand the use of reflexive pronouns and apply them correctly in sentences. Practice using reflexive pronouns in context through speaking and writing activities. |
|  |  | Present perfect tense | Use the present perfect tense to describe experiences and actions that have relevance to the present. Practice forming and using the present perfect in speaking and writing tasks. |
|  |  | Past perfect tense | Understand the use of the past perfect tense to discuss actions completed before a specific point in the past. Practice constructing sentences using the past perfect tense in context. |
|  |  | Future perfect tense | Use the future perfect tense to express actions that will be completed before a specified future time. Engage in speaking and writing tasks that incorporate the future perfect. |
|  |  | Verbs followed by "ing" | Recognize and use verbs that are followed by the gerund (-ing form) in context. Practice forming sentences that correctly use these verbs. |
|  |  | Modal verbs | Understand the use of modal verbs to express ability, possibility, necessity, and permission. Practice using modal verbs in various contexts, both in speaking and writing. |
|  |  | Degrees of certainty | Use language that expresses different degrees of certainty and probability. Practice constructing sentences that convey varying levels of certainty about situations. |
|  |  | Grammar assessment | Demonstrate understanding of B1 grammar concepts through practical exercises and assessments. Apply learned grammar rules effectively in writing and speaking tasks. |
|  | Comprehensive | Review of A1/A2 | Consolidate knowledge from A1 and A2 levels, revisiting key vocabulary, grammar, and skills through integrated activities. Apply A1/A2 concepts in reading, writing, speaking, and listening exercises to reinforce learning. |
|  |  | Technology and communication | Discuss the impact of technology on communication, using appropriate vocabulary and expressions. Analyze both positive and negative effects of technology on interpersonal interactions. |
|  |  | Work and careers | Understand vocabulary related to different professions and workplace environments. Engage in conversations about career aspirations and job responsibilities. |
|  |  | Education | Discuss educational systems and personal experiences related to schooling. Write about opinions on educational practices and their effectiveness. |
|  |  | Food and drinks | Engage in discussions about culinary preferences, healthy eating, and cultural foods. Write reviews and descriptions of meals and dining experiences. |
|  |  | Independent Living | Understand the skills and responsibilities associated with independent living. Discuss topics related to personal finance, home management, and daily life skills. |
|  |  | Health/fitness | Discuss health and fitness topics, focusing on vocabulary related to exercise and well-being. Engage in conversations about personal health goals and practices. |
|  |  | Relationships and communication | Understand and discuss the dynamics of personal relationships and effective communication strategies. Write reflective pieces on personal experiences in relationships. |
|  |  | Cooking | Follow and understand cooking instructions, discussing recipes and cooking techniques. Engage in conversations about favorite dishes and culinary traditions. |
|  |  | B1 exit test + review | Demonstrate understanding of key concepts learned at the B1 level through integrated assessment activities. Apply knowledge across all four skills in preparation for further language learning. |
| B2 | Reading | Arts | Analyze texts discussing various forms of art, including visual arts, music, and literature. Evaluate the role of art in society and its impact on culture and personal expression. |
|  |  | Manners | Understand cultural differences in manners and etiquette through reading articles and essays. Discuss the importance of manners in personal and professional contexts, drawing connections to social interactions. |
|  |  | Life challenges | Read and interpret narratives about overcoming life challenges, identifying key themes and lessons learned. Discuss strategies and resilience in facing challenges, using vocabulary related to personal growth. |
|  |  | Respect | Analyze texts that discuss the concept of respect in various contexts, such as relationships and cultural diversity. Engage in discussions about mutual respect and its importance in fostering understanding and cooperation. |
|  | Speaking | Personal development | Discuss personal development goals and strategies, using appropriate vocabulary and expressions. Engage in conversations about self-improvement and lifelong learning. |
|  |  | Time management | Use language to discuss effective time management techniques and strategies for balancing commitments. Role-play scenarios where students practice planning and prioritizing tasks. |
|  |  | Personal finance | Discuss concepts related to personal finance, such as budgeting, saving, and investing. Engage in discussions about financial decision-making and its implications for future planning. |
|  |  | Presentation of student choice | Prepare and deliver presentations on chosen topics, demonstrating research skills and effective communication. Engage with the audience through Q&A, encouraging critical thinking and discussion. |
|  | Writing | Argumentative essay | Write clear and coherent argumentative essays, presenting a specific viewpoint supported by evidence and reasoning. Use appropriate transitional phrases to connect ideas and strengthen arguments. |
|  |  | Persuasive essay | Develop persuasive essays that influence readers' opinions or actions, using rhetorical devices and persuasive language. Practice structuring essays with strong introductions, body paragraphs, and conclusions. |
|  |  | Problem/solution | Write essays that identify problems and propose practical solutions, using logical reasoning and examples. Develop an understanding of the problem-solution essay format and its components. |
|  |  | Summarizing and paraphrasing essays | Practice summarizing and paraphrasing texts accurately, maintaining the original meaning while using different wording. Develop skills in extracting key points and ideas from longer texts for clear communication. |
|  | Listening | Travel and culture | Understand dialogues related to travel and cultural experiences, identifying key information and details. Discuss travel-related vocabulary and cultural nuances that enhance comprehension. |
|  |  | Listen to dialogues | Analyze dialogues in various contexts, focusing on comprehension and interpretation of meaning. Engage in discussions based on the dialogues, applying critical listening skills. |
|  |  | Ted talks | Listen to TED Talks on diverse topics, summarizing main ideas and engaging with thought-provoking content. Discuss insights gained from the talks, fostering critical thinking and personal reflection. |
|  |  | Movie reviews | Understand and analyze spoken reviews of films, identifying key themes, opinions, and critiques. Discuss film elements such as plot, character development, and cinematography based on reviews. |
|  | Grammar | Adjectives: gradable and non-gradable | Differentiate between gradable and non-gradable adjectives and use them appropriately in context. Practice modifying adjectives using adverbs of degree to enhance descriptions. |
|  |  | Conditionals: Second, third | Understand and use second and third conditional structures to discuss hypothetical and unreal situations. Practice forming sentences and engaging in conversations using conditional forms. |
|  |  | Mixed conditionals | Apply mixed conditional forms in discussions about past actions and their present consequences. Engage in activities that encourage the use of mixed conditionals in context. |
|  |  | Phrasal verbs | Understand the meanings and uses of common phrasal verbs in various contexts. Practice using phrasal verbs in speaking and writing to enhance language fluency. |
|  |  | Wishes | Use the structures for expressing wishes (e.g., "I wish I could...") to discuss unreal situations and regrets. Practice role-playing scenarios that involve expressing wishes and desires. |
|  |  | Direct and indirect speech | Differentiate between direct and indirect speech, understanding their uses in reporting conversations. Practice converting sentences from direct to indirect speech in context. |
|  |  | Relative clauses | Use relative clauses to add detail and complexity to sentences, enhancing descriptions. Practice identifying and using defining and non-defining relative clauses in writing and speaking. |
|  |  | Question tags | Understand the use of question tags in conversation, practicing their correct formation and placement. Engage in dialogues that incorporate question tags to encourage interactive speaking. |
|  |  | Stative verbs | Identify and use stative verbs correctly in context, understanding their differences from action verbs. Practice constructing sentences that effectively use stative verbs to express feelings and states. |
|  |  | Grammar assessment | Demonstrate understanding of B2 grammar concepts through practical exercises and assessments. Apply learned grammar rules effectively in writing and speaking tasks. |
|  | Comprehensive | Review of A2/B1 | Consolidate knowledge from A2 and B1 levels, revisiting key vocabulary, grammar, and skills through integrated activities. Apply A2/B1 concepts in reading, writing, speaking, and listening exercises to reinforce learning. |
|  |  | Media and society | Discuss the role of media in shaping societal perspectives and values, using relevant vocabulary. Analyze media texts and their impact on public opinion and behavior. |
|  |  | Society | Engage in discussions about societal issues and structures, exploring themes of community and diversity. Write reflective pieces on personal experiences related to society and culture. |
|  |  | Travel and tourism | Discuss travel trends and tourism’s impact on culture and economy, using relevant vocabulary. Engage in role-playing scenarios that simulate travel planning and cultural exchanges. |
|  |  | Media and entertainment | Analyze the impact of entertainment media on culture and society, discussing trends and preferences. Engage in discussions about the influence of entertainment on personal and societal values. |
|  |  | Cultural awareness | Understand and appreciate cultural diversity through reading and discussing cultural texts and practices. Engage in activities that promote cultural awareness and sensitivity in communication. |
|  |  | Media literacy | Develop critical thinking skills in evaluating media sources and messages. Discuss the importance of media literacy in navigating information in the digital age. |
|  |  | Sustainable living | Understand the principles of sustainable living and its importance for future generations. Engage in discussions about environmental responsibility and sustainable practices. |
|  |  | Current events | Discuss current events and issues, using appropriate vocabulary and expressions. Analyze news articles and reports, engaging in debates about their implications and significance. |
|  |  | B2 exit test + review | Demonstrate understanding of key concepts learned at the B2 level through integrated assessment activities. Apply knowledge across all four skills in preparation for further language learning. |
| C1/C2 | Reading | Cultural diversity | Analyze texts that explore the complexities of cultural diversity, discussing its implications on identity and society. Evaluate perspectives on cultural differences and similarities through critical reading and discussion. |
|  |  | Literature | Engage with various literary genres, identifying themes, styles, and cultural contexts. Analyze character development and plot structure in contemporary and classic literature. |
|  |  | Science and innovation | Read and interpret scientific articles and research papers, assessing their impact on society and the environment. Discuss innovations and their ethical implications, using advanced vocabulary and concepts. |
|  |  | Freedom | Explore philosophical and political texts on the concept of freedom, discussing its relevance in modern society. Analyze arguments for and against various interpretations of freedom, engaging in critical discourse. |
|  | Speaking | Business-related | Discuss business concepts, terminology, and practices, using appropriate language for professional contexts. Engage in role-plays and discussions about business scenarios, enhancing fluency and vocabulary. |
|  |  | Leadership and Power | Identify and compare various leadership styles (e.g., democratic, autocratic, transformational) Use advanced vocabulary and expressions to describe essential leadership qualities (e.g., empathy, decisiveness, adaptability) Engage in a structured debate on ethical dilemmas leaders face, such as prioritizing profits over social responsibility |
|  |  | Ambitions and goals | Articulate personal ambitions and goals, discussing the steps and strategies needed to achieve them. Engage in discussions about goal-setting, motivation, and overcoming obstacles. |
|  |  | Crisis Management | Identify the key components of effective crisis management (e.g., clear communication, decision-making under pressure) Apply advanced terms and expressions related to crises (e.g., contingency plan, mitigation strategies, damage control) Develop and present a step-by-step action plan using effective communication strategies |
|  | Writing | Analyzing and interpreting data | Write analytical reports interpreting data sets, using appropriate language and formatting for clarity. Discuss methodologies and findings in academic and professional contexts, supporting claims with evidence. |
|  |  | Summarizing and paraphrasing articles | Develop skills in summarizing and paraphrasing complex articles, maintaining the original meaning while using varied language. Practice synthesizing information from multiple sources for cohesive writing. |
|  |  | Professional writing | Create various forms of professional writing, including reports, proposals, and business correspondence. Employ appropriate tone, style, and structure in written communication for specific audiences. |
|  |  | Advanced email writing | Compose advanced emails for different professional contexts, utilizing formal language and appropriate formats. Practice writing emails that convey complex information clearly and concisely. |
|  | Listening | Global issues | Understand and analyze discussions on global issues, identifying key arguments and perspectives. Engage in debates about the implications of global issues, using relevant vocabulary. |
|  |  | Interviews | Listen to interviews with experts and thought leaders, summarizing key points and insights. Discuss the implications of their views on current topics, enhancing critical listening skills. |
|  |  | Mental health video | Analyze videos on mental health topics, discussing the importance of awareness and resources. Engage in discussions about mental health stigmas and support systems, using appropriate terminology. |
|  |  | History and culture | Listen to discussions on historical and cultural topics, identifying significant events and their impacts. Analyze the relationship between history and culture, engaging in reflective discussions. |
|  | Grammar | Ellipsis | Understand and use ellipsis to create concise sentences while maintaining clarity. Practice writing and speaking exercises that effectively utilize ellipsis. |
|  |  | Avoiding repetition | Develop skills in avoiding repetition in writing and speaking, using synonyms and varied structures. Engage in editing exercises to refine language for precision and clarity. |
|  |  | Emphasis: cleft sentences, inversion and auxiliaries | Use cleft sentences to emphasize particular elements of a sentence. Practice inversion and auxiliary usage for emphasis and stylistic variation. |
|  |  | Inversion after negative adverbials | Understand the rules governing inversion after negative adverbials, applying them in writing and speaking. Engage in exercises that incorporate inversion for stylistic effect. |
|  |  | Inversion and conditionals | Analyze the use of inversion in conditional sentences to convey complex meanings. Practice forming sentences that combine inversion with various conditional forms. |
|  |  | If conditionals (all types) | Understand and apply all types of if conditionals in discussions of real and hypothetical situations. Practice crafting sentences that utilize different conditional forms accurately. |
|  |  | Passive/Active | Differentiate between passive and active voice, understanding their applications in various contexts. Practice converting sentences between passive and active voice for clarity and emphasis. |
|  |  | Indirect/direct speech | Understand and practice using direct and indirect speech in reporting conversations and ideas. Engage in exercises that require converting between direct and indirect forms effectively. |
|  |  | Review of B1/B2 grammar lessons | Review and reinforce key grammar concepts from B1/B2 levels through integrated activities. Apply learned grammar rules in complex writing and speaking tasks. |
|  |  | Grammar assessment | Demonstrate mastery of advanced grammar concepts through practical assessments and exercises. Apply grammar skills effectively in all language use contexts. |
|  | Comprehensive | Review of B1/B2 | Consolidate knowledge from B1 and B2 levels, revisiting key vocabulary, grammar, and skills through integrated activities. Apply B1/B2 concepts in reading, writing, speaking, and listening exercises to reinforce learning. |
|  |  | Technology | Discuss the impact of technology on society, using advanced vocabulary and critical thinking. Analyze texts related to technological advancements and their ethical implications. |
|  |  | Health and well-being | Engage in discussions about health and well-being, exploring concepts of mental and physical health. Analyze texts that discuss health topics, evaluating sources of information. |
|  |  | Environmental issues | Understand and discuss environmental challenges, using relevant vocabulary and concepts. Analyze texts related to sustainability and environmental responsibility. |
|  |  | Artificial Intelligience | Explore the implications of artificial intelligence in various sectors, discussing ethical considerations and future trends. Engage in debates about the potential benefits and risks of AI technologies. |
|  |  | Society | Discuss societal structures and issues, engaging with texts that explore social dynamics and change. Analyze the role of individuals in shaping society and cultural norms. |
|  |  | Media and communication | Analyze the role of media in communication, discussing its impact on public opinion and societal values. Engage in discussions about media literacy and the importance of critical analysis of information. |
|  |  | Education / learning | Discuss current trends in education and learning methodologies, using appropriate vocabulary. Analyze educational texts and policies, evaluating their effectiveness and impact. |
|  |  | Ethics | Engage in discussions about ethical dilemmas in various contexts, using advanced language and reasoning. Analyze texts that explore ethical considerations in personal and professional situations. |
|  |  | C1/C2 exit test + review | Demonstrate understanding of key concepts learned at the C1/C2 level through integrated assessment activities. Apply knowledge across all four skills in preparation for advanced language proficiency. |