

B1 LANGUAGE TEACHING TOOLKIT

Grammar & Vocabulary Toolkit

UNIT 1: B1 Learning Strategies, Methodology & Communicative Activities

Grammar Range

Questions / Frequency words & phrases / Indefinite pronouns

Learning Strategies:

- Keep a “question bank” notebook (students collect different types of questions).
- Use timelines/weekly planners to visualise frequency phrases.
- Categorise indefinite pronouns (some-/any-/no-/every-) with real-life examples.

Methodology:

- Guided discovery: Show students a dialogue → ask them to identify frequency adverbs and question patterns.
- Personalisation: Students rewrite questions for their own lives.
- Controlled → Freer: start with gap-fills → move to open-ended pair work.

Communicative Activities:

- **Find Someone Who... Survey** (e.g., *Do you ever go camping? Has anyone done something exciting this week?*) → practice questions + indefinite pronouns.
 - **Frequency interviews:** Students ask about routines and create a frequency bar chart.
 - **Classroom quiz:** Teams prepare general knowledge questions (*Who invented...?, What is...?*) to practice question forms.
-

Vocabulary Range

People / Relationships / Personality adjectives / Adjectives + prepositions

Learning Strategies:

- Build a mind map of relationship words (family, friends, colleagues).
- Use opposites and scales for personality adjectives (e.g., *shy* ↔ *outgoing*).
- Make personal example sentences with adjective + preposition (*She's good at...*).

Methodology:

- Lexical sets: Teach adjectives in pairs (positive/negative).
- Semantic mapping: students organise vocabulary into “circles of relationships.”
- Role-play to embed adjectives in context.

Communicative Activities:

- **Guess Who? Game:** One student describes a person using personality adjectives (*She's generous and always helps people*). Others guess.
- **Relationship web:** Students draw connections (family, friends, teachers) and describe them using vocabulary.
- **Adjective + preposition role-play:** “Give advice” activity → *I'm worried about my exams. Don't worry, you're good at studying.*

UNIT 2 – B1 Learning Strategies, Methodology & Communicative Activities

1. Grammar Range

a) Adverbs of Degree (very, quite, a bit, extremely, etc.)

Strategies

- Notice language in context (reading or listening texts with adverbs highlighted).
- Compare strength/intensity of adverbs on a scale (e.g., hot → very hot → extremely hot).
- Use substitution drills: replace “very” with stronger/weaker adverbs.

Methodology

- Inductive learning: students underline adverbs in sample sentences, infer rules about strength.
- Visual aids: intensity thermometer to show degrees.
- Personalization: students describe their own feelings, habits, or cities using adverbs.

Communicative Activities

- **Hot–Cold Thermometer Game:** Students rank sentences (“It’s quite cold today.” → “It’s freezing!”).
- **Find someone who...** (e.g., “Find someone who is extremely tired today”).
- **Picture description race:** groups describe a picture of a city/place using adverbs of degree.

b) Present Simple vs. Present Continuous

Strategies

- Timeline comparisons: simple = routine, continuous = happening now/temporary.

- Contrastive noticing: compare two similar sentences in context.
- Guided practice → freer role-play (e.g., job interview, daily routine vs. current project).

Methodology

- PPP (Presentation, Practice, Production) with visuals (daily routine vs. current photo).
- Role-play and real-life context (e.g., student life, part-time job, family routines).
- Concept-checking questions (CCQs) to ensure understanding.

Communicative Activities

- **Miming game:** one student acts, others guess using Present Continuous.
 - **Find the difference:** compare two pictures and describe what people usually do vs. what they're doing.
 - **Interview a classmate:** "What do you usually do on weekends? What are you doing this weekend?"
-

c) Past Simple

Strategies

- Focus on regular/irregular verb forms (memory aids, grouping by sound/spelling).
- Storytelling as a memory anchor.
- Using timelines to connect with when events happened.

Methodology

- Guided discovery with short narratives.
- Dictogloss: listen to a short story, then reconstruct it.
- Scaffolded storytelling (sentence starters: "Yesterday I woke up... Then...").

Communicative Activities

- **Life events timeline:** students create a mini life timeline, then share with partners.
 - **Story cubes** (dice with pictures) → tell a short past story.
 - **Alibi game:** pairs invent what they did last night and classmates ask questions.
-

2. Vocabulary Range

a) Describing Places

Strategies

- Use mind maps (positive/negative adjectives, atmosphere, facilities).
- Learn adjectives in opposites pairs (quiet/noisy, modern/old-fashioned).

- Association with visuals (photos of cities, towns, tourist spots).

Methodology

- Lexical approach: collocations (“a lively neighbourhood,” “a quiet street”).
- Scaffolded speaking: guided questions to describe places.
- Integrating listening/reading texts about cities.

Communicative Activities

- **Travel guide role-play:** students promote their hometown to tourists.
 - **Guess the place:** one describes, others guess (real or imaginary).
 - **Ranking activity:** “Which city is more exciting/expensive/comfortable to live in?”
-

b) Verb + Preposition (e.g., depend on, look after, apply for, dream of)

Strategies

- Group learning (verbs with the same preposition).
- Create example sentences from personal life.
- Use gap-fills that require choosing the right preposition.

Methodology

- Collocation grids: verb in one column, prepositions in another.
- Consciousness-raising: highlight incorrect vs. correct usage.
- Memory games for verb-preposition chunks.

Communicative Activities

- **Class survey:** “Who do you usually talk to? What do you worry about?”
 - **Role-play:** job interview (apply for, be responsible for, depend on).
 - **Sentence race:** teacher calls verb → students race to complete correct verb-preposition pair.
-

c) Life Events (be born, graduate, get married, move house, get a job, etc.)

Strategies

- Use chronological order to make sense of events.
- Timeline building (personal or fictional characters).
- Relating new vocabulary to family/friends.

Methodology

- Storytelling method: students narrate someone’s life.

- Integrate grammar (Past Simple for completed life events).
- Information gap activities.

Communicative Activities

- **Class timeline:** everyone adds one life event, then narrate the class story.
- **Interview role-play:** celebrity life story → partner asks questions.
- **Matching game:** events with pictures → use Past Simple to tell the story.

UNIT 3 – B1 Learning Strategies, Methodology & Communicative Activities

1. Grammar Range

a) Determiners (some, any, much, many, few, little, a lot of, etc.)

Strategies

- Visual sorting: group determiners by countable/uncountable nouns.
- Context-based noticing (menus, shopping lists, travel brochures).
- Compare “a few” vs. “few” with real-life examples.

Methodology

- Inductive discovery: highlight determiners in short texts and infer rules.
- Real-life tasks (planning a picnic, hotel booking).
- Substitution drills moving from controlled → freer use.

Communicative Activities

- **Shopping role-play:** “I’d like some apples / Do you have any juice?”
- **Packing for a trip:** in groups, decide what to take → negotiate with determiners.
- **Spot the mistake:** incorrect sentences with determiners → peer correction.

b) Past Continuous vs. Past Simple

Strategies

- Timeline visualization (interrupted action).
- Compare contexts: background (continuous) vs. main events (simple).
- Listen for contrast in storytelling texts.

Methodology

- PPP with story-based contexts.
- Guided discovery through short narratives.
- Scaffolded story completion tasks.

Communicative Activities

- **Interrupted actions storytelling:** “I was walking to school when I met...”
 - **Picture sequencing:** describe what people were doing vs. what happened.
 - **Class crime mystery:** “What were you doing when the lights went out?”
-

c) Gerunds & Infinitives (enjoy doing, want to do, good at doing, decide to do, etc.)

Strategies

- Sort verbs/adjectives into gerund/infinitive categories.
- Personalization: write true sentences about themselves.
- Mnemonics (e.g., “I enjoy doing → ENJOY = ING”).

Methodology

- Inductive noticing: highlight patterns in real-life examples.
- Lexical chunks: teach as collocations rather than abstract rules.
- Contrastive error correction (Turkish students often confuse forms).

Communicative Activities

- **Find someone who...** (“enjoys swimming,” “wants to travel abroad”).
 - **Class survey:** “What do you like doing at weekends?” → report results.
 - **Role-play advice:** “I want to lose weight.” → partner suggests using gerunds/infinitives.
-

2. Vocabulary Range

a) Types of Transport (bus, ferry, tram, underground, etc.)

Strategies

- Use visuals (pictures, icons, transport maps).
- Categorize by land/air/sea.
- Compare personal experiences.

Methodology

- TPR (Total Physical Response) with transport actions.
- Map-based tasks (give directions using transport).
- Integrated with Past Simple (How did you travel last holiday?).

Communicative Activities

- **Travel survey:** “How do you usually get to school/work?”

- **Guess the transport:** one describes, others guess.
 - **Travel agent role-play:** planning routes with different transport modes.
-

b) Prefixes (un-, dis-, re-, pre-, mis-, etc.)

Strategies

- Word-building games.
- Highlight meaning change (happy → unhappy).
- Create vocabulary mind maps.

Methodology

- Morphological awareness: break words into prefix + base.
- Contrastive tasks (possible vs. impossible).
- Practice with reading texts where prefixed words appear.

Communicative Activities

- **Prefix dominoes:** match prefix with root word.
 - **Spot the odd one out** (correct/incorrect/mistake/misunderstand).
 - **Error correction race:** fix sentences with wrong prefix use.
-

c) Accommodations & Facilities (hotel, hostel, campsite, B&B, Wi-Fi, swimming pool, etc.)

Strategies

- Categorize accommodations by comfort/price.
- Use authentic materials (hotel ads, booking websites).
- Learn collocations (book a room, check in, facilities include).

Methodology

- Task-based learning: role-play booking and reviewing accommodation.
- Lexical sets with visual flashcards.
- Reading comprehension with travel brochures.

Communicative Activities

- **Booking role-play:** tourist & receptionist.
- **Dream holiday project:** choose accommodation & explain why.
- **Guess the accommodation:** “It’s cheap, many young people stay here...”

UNIT 4 – B1 Learning Strategies, Methodology & Communicative Activities

1. Grammar Range

a) Future Forms (going to / Present Continuous / will)

Strategies

- Compare usage with timelines (plans, arrangements, predictions, spontaneous decisions).
- Notice function rather than only form (e.g., “going to” = intention, “will” = promise/spontaneous).
- Personalization: connect to students’ real-life plans.

Methodology

- Guided discovery: highlight examples in short dialogues.
- Role-play real-life scenarios (making arrangements, planning trips).
- Contrastive drilling with prompts (“weather forecast,” “class plans”).

Communicative Activities

- **Class planner:** make a weekly plan using going to / Present Continuous.
 - **Prediction game:** use pictures or prompts → “I think he will...”
 - **Fortune teller role-play:** students predict each other’s futures.
-

b) Subject & Object Questions (e.g., *Who invited John?* vs. *Who did John invite?*)

Strategies

- Use visuals to show subject/object clearly.
- Compare in pairs (Subject Q = no auxiliary, Object Q = auxiliary needed).
- Practice through meaningful questions (about classmates, hobbies, celebrities).

Methodology

- Inductive discovery from dialogues.
- CCQs (concept-checking questions) to clarify.
- Scaffolding: start with closed practice → move to open Q&A.

Communicative Activities

- **Find out who...:** mingle activity (Who invited you to your last party?).
- **Interview a classmate:** use subject/object questions about hobbies or routines.
- **Celebrity quiz:** “Who wrote Harry Potter? Who did Harry marry?”

2. Vocabulary Range

a) Free Time (go swimming, hang out, play video games, do yoga, etc.)

Strategies

- Personalization: students create lists of their activities.
- Group words into categories (indoors/outdoors, active/relaxing).
- Use mind maps and visuals.

Methodology

- Lexical approach: focus on collocations (do/go/play).
- Integrate into speaking & writing tasks.
- Listening/reading about free-time activities.

Communicative Activities

- **Class survey:** “How often do you...?” → present results.
- **Role-play:** making plans with friends for the weekend.
- **Find someone who...** free-time edition.

b) Suffixes (-er, -ist, -ful, -less, -ness, etc.)

Strategies

- Break words into base + suffix to notice meaning change.
- Categorize by type (people, qualities, negative forms).
- Build word families.

Methodology

- Word-building tasks with gap-fills.
- Morphological awareness tasks (happy → happiness → happily).
- Spot-the-pattern exercises in texts.

Communicative Activities

- **Word-creation game:** add suffixes to roots to invent words.
- **Suffix bingo:** listen for words and mark on bingo cards.
- **Guess the word:** “Someone who teaches = ...?” (teacher).

c) Relaxing (chill out, take it easy, have a nap, meditate, go for a walk, etc.)

Strategies

- Connect to students' own lives → which activities they do to relax.
- Use images to represent relaxation activities.
- Contrast with active free-time activities.

Methodology

- Personalization through surveys.
- Integrate into role-plays about stress relief.
- Vocabulary recycling in wellness-related texts.

Communicative Activities

- **Relaxation pyramid:** rank activities from most to least relaxing.
- **Class debate:** “The best way to relax is...”
- **Role-play:** giving advice to a stressed friend.

UNIT 5 – B1 Learning Strategies, Methodology & Communicative Activities

1. Grammar Range

a) Modals of ability, obligation, necessity & permission

(can / can't, must, have to, don't have to, need to, should, may, be allowed to)

Strategies

- Compare modals by *function* (ability, permission, obligation, necessity).
- Notice language in real-life contexts (school rules, job rules, workplace signs).
- Make mind maps (Ability → can / could, Obligation → must / have to).

Methodology

- Contextualized input (e.g., company rules, classroom rules, family responsibilities).
- Contrastive tasks: sort sentences into “ability / obligation / permission.”
- Inductive discovery: highlight modals in authentic texts → infer use.

Communicative Activities

- **Class rules brainstorm:** “You mustn't eat in class. You can use your phone.”
- **Job interview role-play:** discuss what employees must/can/should do.
- **Find someone who...:** “Who can cook well? Who has to do chores every day?”

b) Present Perfect with for and since

(e.g., I've lived here for 5 years. / She has worked here since 2020.)

Strategies

- Use timelines to contrast “for” (duration) vs. “since” (starting point).
- Personalization: students relate to their own experiences.
- Compare with Past Simple to clarify differences.

Methodology

- Guided discovery with personal examples.
- Scaffolded practice: sentence frames (“I have studied English for... / since...”).
- Listening/reading with real-life contexts (biographies, job experience).

Communicative Activities

- **Class survey:** “How long have you... lived in this city / studied English / had your phone?”
- **Interview game:** ask about life experiences and report back.
- **Find someone who...** has done something for/since a time.

2. Vocabulary Range

a) Work Collocations

(get a promotion, earn money, do overtime, apply for a job, take a break, etc.)

Strategies

- Learn collocations in chunks (verb + noun).
- Organize into categories: *job tasks*, *career development*, *money*, *workplace routines*.
- Practice with gap-fills and role-plays.

Methodology

- Lexical approach: highlight collocations in job-related texts.
- Task-based: role-plays for workplace scenarios.
- Matching exercises (verbs with work-related nouns).

Communicative Activities

- **Job interview role-play:** use collocations naturally.
- **Workplace discussion:** “Which job is more stressful? Why?”
- **Memory game:** match verb with correct work collocation.

b) Adjectives for Appearance

(tall, slim, well-dressed, attractive, overweight, curly-haired, etc.)

Strategies

- Categorize by neutral/positive/negative.
- Use visuals (pictures of people).
- Connect adjectives with describing celebrities or classmates (in a fun way).

Methodology

- Guided descriptions with prompts.
- Focus on collocations (well-dressed, medium-height, good-looking).
- Integrate with speaking/writing tasks.

Communicative Activities

- **Guess who?:** one student describes, others guess the person.
 - **Police sketch role-play:** describe a “suspect” to a partner.
 - **Celebrity quiz:** describe famous people without saying their names.
-

c) Work + Preposition

(work on, work with, work for, work at, etc.)

Strategies

- Present in context (job ads, CVs, interviews).
- Group phrases by function (work for = company, work on = project, work with = people).
- Personalize: students describe their parents’ jobs using correct collocations.

Methodology

- Collocation grids (work + prep → examples).
- Correct-the-error tasks.
- Noticing in reading texts.

Communicative Activities

- **Interview role-play:** “Who do you work for? What are you working on?”
- **Company presentation:** describe where/with whom you’d like to work.
- **Sentence race:** teacher calls “work + preposition” → groups make sentences.

UNIT 6 – B1 Learning Strategies, Methodology & Communicative Activities

1. Grammar Range

a) Quantifiers: too / enough

(e.g., *It's too hot.* / *She isn't tall enough to reach it.*)

Strategies

- Visualize on a scale (too = more than needed, enough = sufficient).
- Personalization: connect to daily life (too tired, enough time).
- Contrast positive/negative forms (not enough vs. too much).

Methodology

- Inductive approach: highlight examples in context (complaints, restaurant reviews).
- Substitution drills with adjectives/nouns.
- Scaffolded speaking: sentence frames ("It's too ... to ... / It's not ... enough to ...").

Communicative Activities

- **Role-play complaints:** restaurant/hotel (too noisy, not comfortable enough).
 - **Picture description:** "The bag is too heavy / The box isn't big enough."
 - **Find someone who...** (Who has too much homework? Who doesn't get enough sleep?).
-

b) -ing Forms

(verbs + -ing as subjects/objects, after prepositions: *I enjoy swimming.* / *I'm interested in learning.*)

Strategies

- Group common verbs + -ing (enjoy, avoid, dislike).
- Learn in chunks, not as abstract rules.
- Personalize: true sentences about hobbies and interests.

Methodology

- Lexical approach: collocations with -ing forms.
- Error correction tasks.
- Guided discovery with authentic texts.

Communicative Activities

- **Find someone who enjoys...** survey.
 - **Class chart:** list hobbies → ask who likes doing them.
 - **Role-play advice:** "I want to get fit." → "Try doing yoga."
-

c) Present Perfect with **just** / **already** / **yet**

(I've just finished lunch. / She's already done her homework. / Have you eaten yet?)

Strategies

- Timeline visualization (link past → present).
- Highlight position of adverbs in the sentence.
- Contrast with Past Simple (Yesterday vs. just/already/yet).

Methodology

- Short dialogues for noticing.
- Sentence transformation tasks.
- Personalized Q&A practice.

Communicative Activities

- **Class survey:** “Have you eaten yet? Have you already done your homework?”
 - **Find someone who...** has already done something today.
 - **Guessing game:** teacher says “I’ve just done something” → students guess.
-

2. Vocabulary Range

a) Minor Illnesses

(headache, sore throat, stomachache, cold, cough, etc.)

Strategies

- Use visuals (body outlines, flashcards).
- Group by body part affected.
- Relate to personal experiences.

Methodology

- Role-play doctor–patient dialogues.
- Gap-fill exercises with symptoms.
- Reading/listening with health contexts.

Communicative Activities

- **Doctor role-play:** one student has symptoms, the other gives advice.
 - **Class survey:** “Who has had a headache this week?”
 - **Guess the illness:** “I have a sore throat. What’s wrong with me?”
-

b) Exercise

(do yoga, go jogging, lift weights, play tennis, etc.)

Strategies

- Group by “do / go / play.”
- Personalize: students rank favourite exercises.
- Use collocations (do exercise, take up a sport).

Methodology

- Listening tasks with fitness routines.
- Vocabulary mind maps.
- Integrate into health/fitness discussions.

Communicative Activities

- **Survey:** “How often do you exercise?”
 - **Fitness plan role-play:** suggest exercises for a friend.
 - **Find someone who...** does a particular activity.
-

c) Food Groups

(protein, carbs, dairy, fruit/veg, fats, sweets, etc.)

Strategies

- Visuals: food pyramid or plate chart.
- Categorize food items into groups.
- Link to culture (Turkish cuisine / international dishes).

Methodology

- Task-based learning: planning meals.
- Reading texts about healthy eating.
- Sorting activities (healthy/unhealthy, food group categories).

Communicative Activities

- **Meal planning task:** design a healthy menu.
- **Class debate:** “Which food group is the most important?”
- **Guess the food:** one describes, others guess (It’s protein, it’s red, you eat it grilled → steak).

UNIT 7 – B1 Learning Strategies, Methodology & Communicative Activities

1. Grammar Range

a) Articles (a / an / the / zero article)

Strategies

- Use categorization: *first mention* vs. *second mention*; *general* vs. *specific*.
- Highlight articles in short texts (stories, news articles).
- Compare sentences with and without articles.

Methodology

- Guided discovery (students underline articles in context → infer rules).
- Contrastive practice (e.g., Turkish learners often omit articles → raise awareness).
- Controlled → freer progression (gap-fills → description tasks).

Communicative Activities

- **Spot the mistake:** incorrect article use → peer correction.
 - **Describe a picture/game:** “There is a boy. The boy is holding a ball.”
 - **20 questions:** students guess an object/person using correct articles.
-

b) Used to (past habits & states)

Strategies

- Timeline comparison: “used to” vs. Present Simple.
- Personalization: students reflect on their childhood.
- Contrast with Past Simple (repeated actions vs. single events).

Methodology

- Storytelling approach (childhood memories, past routines).
- Visual prompts (old photos, then-and-now images).
- Scaffolded speaking/writing frames (“I used to... but now I...”).

Communicative Activities

- **Then & Now survey:** compare past and present habits.
 - **Class memory wall:** write sentences about childhood routines.
 - **Pair interviews:** “What did you use to do when you were 10?”
-

2. Vocabulary Range

a) Feelings

(happy, nervous, upset, proud, disappointed, thrilled, etc.)

Strategies

- Group by positive/negative/neutral.
- Use emojis or photos as visual aids.
- Link to personal experiences.

Methodology

- Lexical sets with mind maps.
- Collocations (be proud of, feel nervous about).
- Integrate into role-plays and storytelling.

Communicative Activities

- **Feelings thermometer:** students rank emotions from weak → strong.
 - **Guess the feeling:** act it out, others guess.
 - **Mini role-plays:** “How do you feel before an exam / after winning a prize?”
-

b) Shortened Words

(info, photo, exam, ad, fridge, phone, etc.)

Strategies

- Show pairs (advertisement → ad, refrigerator → fridge).
- Categorize by endings (phone/phone call, mathematics → maths).
- Notice usage in authentic texts (emails, posters, chat messages).

Methodology

- Matching tasks (full form ↔ short form).
- Dictation with both forms.
- Focus on register (formal vs. informal).

Communicative Activities

- **Memory game:** match short and long forms.
 - **Dialogue completion:** choose full or short form depending on context.
 - **Ad design project:** create a short ad using shortened words.
-

c) Phrasal Verbs

(common ones like give up, look after, turn on/off, find out, put off, etc.)

Strategies

- Group by particle (up, off, out, in).
- Learn in context (stories, dialogues, songs).
- Build associations (give up = quit, look after = take care of).

Methodology

- Lexical chunks: always teach verb + particle together.
- Visual mnemonics: arrows to show direction/meaning.
- Contrastive error correction.

Communicative Activities

- **Phrasal verb bingo:** listen for meanings, mark on cards.
- **Role-plays:** “Your computer broke down, you need to call tech support.”
- **Find someone who...** (has given up a sport, looked after a child, found out a secret).

☒ Integration idea:

- **Grammar + Vocabulary link:**
 - **Used to** → connect with **feelings** (“I used to be shy, but now I feel confident”).
 - **Articles** → practice describing **people, places, objects** using articles correctly.
 - **Phrasal verbs + shortened words** → integrate into dialogues or role-plays (informal register, everyday English).

UNIT 8 – B1 Learning Strategies, Methodology & Communicative Activities

1. Grammar Range

a) Reflexive Pronouns (myself, yourself, themselves, etc.)

Strategies

- Use visuals (mirror → reflect “self”).
- Compare functions: *emphasis* (“I’ll do it myself”) vs. *reflexive* (“She hurt herself”).
- Personalize: students make true sentences about daily life.

Methodology

- Guided discovery with short dialogues.
- Error correction (common mistakes: “I enjoyed myself” vs. “I enjoyed”).
- Pair practice with sentence prompts.

Communicative Activities

- **Miming game:** act out (“He’s talking to himself”).
 - **Interview:** “Do you usually do your homework yourself, or get help?”
 - **Spot the mistake** activity with reflexives.
-

b) Infinitive of Purpose (*I went to the shop to buy milk.*)

Strategies

- Use arrows/diagrams to show action → purpose.
- Compare “to + verb” vs. “for + noun” (*I went to the shop for milk*).
- Personalization: connect to students’ routines.

Methodology

- Scaffolded practice with sentence frames (“I use my phone to...”).
- Contrastive error correction.
- Inductive noticing from reading/listening texts.

Communicative Activities

- **Classroom objects task:** “What do you use a dictionary for?” → “To check words.”
 - **Find someone who...** (came to class today to meet a friend).
 - **Role-play:** tourist asking for directions/purpose of places.
-

c) First Conditional (*If it rains, we’ll stay home.*)

Strategies

- Visualize with cause → effect arrows.
- Contrast with zero conditional.
- Personalization: connect to students’ real lives.

Methodology

- PPP with everyday contexts.
- Substitution drills (If + present, will + base verb).
- Games for practice.

Communicative Activities

- **Chain story:** each student adds a conditional sentence.
 - **Prediction game:** “If our teacher forgets her bag, we will...”
 - **Class survey:** “What will you do if you pass your English exam?”
-

2. Vocabulary Range

a) Music (classical, rock, pop, jazz, hip-hop, concert, musician, etc.)

Strategies

- Use audio clips for recognition.
- Categorize by genre/style.
- Link to personal taste.

Methodology

- Lexical sets with visuals/sound.
- Listening to short clips for genre identification.
- Personalization tasks (favourite singer, instrument).

Communicative Activities

- **Music survey:** classmates' favourite genres.
 - **Role-play:** friends deciding which concert to go to.
 - **Guess the song/genre** game with short clips.
-

b) Types of Art (painting, sculpture, photography, architecture, etc.)

Strategies

- Use visuals of famous artworks.
- Categorize by medium.
- Compare traditional vs. modern.

Methodology

- Reading texts about artists.
- Mind maps with examples.
- Collocation practice (create a painting, design a building).

Communicative Activities

- **Gallery walk:** describe paintings/posters around the classroom.
 - **Art critic role-play:** give opinions on artworks.
 - **Guess the art:** describe a piece, others guess the type.
-

c) Film and Book Genres (romance, thriller, comedy, science fiction, biography, etc.)

Strategies

- Categorize by theme.
- Link to personal preferences.
- Compare similarities/differences across genres.

Methodology

- Film/book review tasks.
- Listening/reading with descriptions of films/books.
- Collocations (watch a thriller, read a novel).

Communicative Activities

- **Class survey:** “What’s your favorite film genre?”
 - **Role-play:** recommending a film to a friend.
 - **Genre guessing game:** describe plot → others guess genre.
-

d) Adjectives (exciting, boring, fascinating, moving, frightening, etc.)

Strategies

- Group into positive/negative.
- Use opposites to aid memory.
- Apply to personal experiences.

Methodology

- Visual emotion scales.
- Collocations (an exciting film, a boring book).
- Error correction tasks.

Communicative Activities

- **Movie review task:** describe films/books using adjectives.
 - **Ranking game:** “What’s the most exciting / boring / moving film you know?”
 - **Guessing game:** describe a film with adjectives → others guess the title.
-

☒ Integration idea:

- **Reflexive pronouns** → with art (artists paint themselves, talk to themselves).
- **Infinitive of purpose** → with daily activities (*I watch films to relax*).
- **First conditional** → with preferences (*If the concert is expensive, we won’t go*).
- **Vocabulary (music, art, film, adjectives)** → in reviews, surveys, role-plays.

UNIT 9 – B1 Learning Strategies, Methodology & Communicative Activities

1. Grammar Range

a) Shopping for Clothes (functional language & question forms)

Strategies

- Provide dialogues with typical shop phrases.
- Encourage noticing differences between customer & shop assistant language.
- Personalize by linking to real shopping habits.

Methodology

- Role-play based on authentic dialogues.
- Functional phrase banks (e.g., “Can I try this on?”, “Do you have this in medium?”).
- Listening tasks with shop conversations.

Communicative Activities

- **Role-play:** customer & shop assistant (buying clothes, asking sizes).
 - **Find someone who...** bought clothes recently.
 - **Shopping survey:** “Where do you usually buy clothes? Do you try them on first?”
-

b) Asking for a Refund (functional modals & polite requests)

Strategies

- Teach politeness markers (“I’d like to return this”, “Could I get a refund?”).
- Compare direct vs. polite requests.
- Practice in short dialogues.

Methodology

- PPP (presentation → practice → role-play).
- Guided practice with substitution (item/price/reason).
- Error correction on politeness.

Communicative Activities

- **Complaint role-play:** broken phone/shoes don’t fit.
- **Matching exercise:** situations with correct refund phrases.

- **Dialogue building:** groups create mini refund conversations.

c) Adding Emphasis (*I do like it!, What I really want is..., It was John who...*)

Strategies

- Highlight intonation & stress in examples.
- Compare normal vs. emphatic sentences.
- Use personalization: “What do you really want in a shop?”

Methodology

- Drilling with stress and intonation.
- Transformation tasks: rewrite sentences to add emphasis.
- Awareness-raising via dialogues.

Communicative Activities

- **Emphatic opinions game:** “I do prefer online shopping!”
- **Mini debates:** “What I really like is...” (shopping online vs. in-store).
- **Guessing game:** students emphasize key words to give hints.

2. Vocabulary Range

a) Prepositions in Money Phrases

(*pay by card, in cash, borrow from, spend on, invest in, etc.*)

Strategies

- Teach as lexical chunks, not single words.
- Use substitution drills (*pay by card/cheque*).
- Categorize into *spend, borrow, invest* groups.

Methodology

- Matching activities (verbs → correct preposition).
- Gap-fill tasks with real-life contexts.
- Visuals: receipts, wallets, ATMs.

Communicative Activities

- **Shopping survey:** “Do you usually pay by card or in cash?”
- **Find someone who...** spent money on clothes last week.
- **Dialogue role-play:** friends discussing shopping habits.

b) Verbs Connected with Money

(*earn, save, waste, lend, owe, cost, afford, charge, etc.*)

Strategies

- Categorize into *positive* vs. *negative* money actions.
- Use real-life examples (pocket money, part-time jobs).
- Connect verbs to personal experiences.

Methodology

- Mind map activity (all verbs around “money”).
- Reading/listening with money-related contexts.
- Matching pictures with money verbs.

Communicative Activities

- **Class survey:** “What do you usually save money for?”
- **Role-play:** friend asking to borrow/lend money.
- **Problem-solving task:** plan a trip with limited money → decide how to spend/save.

c) Make and Do Expressions

(*make a decision, make money, do the shopping, do business, etc.*)

Strategies

- Categorize collocations (MAKE for creating/producing, DO for activities).
- Memory tricks (MAKE = create, DO = perform).
- Personalization: “What decisions do you usually make?”

Methodology

- Matching halves of expressions.
- Sorting activity (expressions under MAKE or DO).
- Sentence completion.

Communicative Activities

- **Find someone who...** does the shopping at home.
- **Role-play:** friends planning an event → decide what to *do* and what to *make*.
- **Class survey:** “What do you do to relax? What do you make in the kitchen?”

☒ Integration Idea (Project-Based)

- **Simulation: A Shopping Mall Experience**
 1. Students role-play as **customers & shop assistants** (buying clothes).
 2. They may need to **ask for a refund** (broken item).
 3. They must use **money vocabulary** (pay in cash/by card, spend on...).
 4. They complete a **task**: plan an outfit within a budget (using *make/do* expressions for decisions).
 5. Finally, they present: “*What we really liked was... What we did was...*” (adding emphasis).

UNIT 10 – B1 Learning Strategies, Methodology & Communicative Activities

1. Grammar Range

a) Comparatives and Superlatives

(smarter than, more expensive, the most useful, less popular)

Strategies

- Visual comparisons (two phones, three laptops).
- Use charts for price, battery life, screen size → guide comparisons.
- Personalization: compare students' own devices.

Methodology

- Guided discovery (students notice “-er / more / the most”).
- Sentence stems: “X is ____ than Y.” “Z is the most ____.”
- Pairwork drills before free speaking.

Communicative Activities

- **Device comparison survey**: “Which phone is better, Samsung or iPhone?”
 - **Ranking task**: “Which device is the most useful for students?”
 - **Guessing game**: teacher describes with comparisons → students guess device.
-

b) Need to (expressing necessity)

(I need to charge my laptop, You don't need to bring your tablet)

Strategies

- Contrast with *must* / *have to* for necessity.

- Use classroom examples (I need to finish homework).
- Personalization: students list things they “need to do” daily.

Methodology

- Controlled practice (gap-fills: “You ____ save your files”).
- Substitution drills with subjects and objects.
- Noticing task from short dialogues.

Communicative Activities

- **To-do list game:** students share what they need to do before a trip.
 - **Problem-solving:** “My phone battery is dead—what do I need to do?”
 - **Survey:** “What do you need to use your phone for every day?”
-

2. Vocabulary Range

a) Electronic Devices

(laptop, smartphone, smartwatch, headphones, charger, tablet, USB stick)

Strategies

- Use realia (bring devices to class).
- Categorize: portable / household / accessories.
- Labelling pictures.

Methodology

- Matching words with images.
- Listening/reading texts about tech use.
- Word cards memory game.

Communicative Activities

- **Find someone who...** owns specific devices.
 - **Show & tell:** describe your favourite device.
 - **Survey:** “Which device do you use the most?”
-

b) Using Devices & Internet

(download, upload, connect, charge, log in, scroll, install, stream)

Strategies

- Teach as verbs in action (miming / icons).
- Group by function: power, internet, apps.
- Use real-life tasks (logging in, charging).

Methodology

- Matching verbs to definitions or pictures.
- Cloze activities with internet use.
- Pair dialogue writing (teacher-student, IT support).

Communicative Activities

- **Tech help role-play:** one student has a problem, the other gives solutions.
 - **Class survey:** “How often do you stream music or upload photos?”
 - **Guess the action:** mime “scrolling / charging / streaming.”
-

c) Collocations (common tech phrases)

(make a call, take a photo, send a text, surf the web, check emails, charge a battery)

Strategies

- Teach as fixed chunks, not separate words.
- Use substitution: “take a photo / take a selfie.”
- Compare formal vs. informal collocations (surf the net vs. browse online).

Methodology

- Sorting activity (MAKE / TAKE / SEND / CHECK + collocations).
- Sentence building tasks.
- Listening for collocations in dialogues.

Communicative Activities

- **Survey:** “How often do you check your emails / take photos?”
 - **Role-play:** arranging a meeting using collocations.
 - **Board race:** teams complete collocations.
-

Integration Idea (Project-Based)

- **Tech Fair Simulation**
 1. Students compare devices (comparatives/superlatives: *This laptop is cheaper than that one*).
 2. They explain what customers **need to** do to use the device (e.g., *You need to install this app*).

3. They showcase functions using **device & internet vocabulary** (download, stream, log in).
4. They prepare short “sales pitches” using collocations (*take photos, send texts, surf the net*).
5. Class votes on **the most useful device**.

UNIT 11 – B1 Learning Strategies, Methodology & Communicative Activities

1. Grammar Range

a) Present & Past Simple Passive

(*The book is read by many people. / The house was built in 1920.*)

Strategies

- Highlight **form and function**: focus on the object becoming the subject.
- Compare active vs. passive with real-life examples (news, signs, historical facts).
- Personalization: relate to students’ own experiences (*The school was built...*).

Methodology

- Guided discovery from short texts.
- Sentence transformation exercises (active → passive).
- Controlled to freer practice (gap-fills → writing about places/events).

Communicative Activities

- **News report role-play**: “The cake was eaten by the students!”
 - **Fact cards**: students write facts in passive; others guess the event.
 - **Describe your town**: “The library was built in 2000.”
-

b) Adjective + to Infinitive

(*It’s important to recycle. / She was happy to see her friend.*)

Strategies

- Categorize adjectives (emotion: happy, sad; opinion: important, necessary).
- Use visual prompts & personal situations.
- Compare adjective + infinitive vs. verb + infinitive.

Methodology

- Controlled sentence completion: “It’s ____ to ...”
- Inductive noticing from reading/listening texts.
- Pair practice with meaningful contexts.

Communicative Activities

- **Class survey:** “What’s important to do every day?”
 - **Role-play:** giving advice (*It’s useful to study grammar every day.*)
 - **Agree/Disagree task:** discuss statements with adjectives + infinitive.
-

c) Even (adding emphasis)

(*Even John passed the test. / She didn’t even call me.*)

Strategies

- Highlight placement in sentences (before the word/phrase emphasized).
- Compare with normal sentences.
- Personalization: emphasize classmates’ activities.

Methodology

- Controlled practice: insert *even* into sentences.
- Reading/listening texts to notice emphasis.
- Transformation drills: “John passed → Even John passed.”

Communicative Activities

- **Class survey:** “Even the quietest student can answer?”
 - **Mini storytelling:** students add surprising details with *even*.
 - **Guessing game:** “I even tried... → what did I try?”
-

2. Vocabulary Range

a) Natural Features

(mountain, river, lake, forest, waterfall, desert, valley, cliff)

Strategies

- Use visuals and maps.
- Group by type: landforms, water features.
- Compare with students’ hometown or famous places.

Methodology

- Labelling maps or images.
- Reading texts about geography/nature.
- Mind maps for associations (mountain → hiking, cold, tall).

Communicative Activities

- **Describe your favourite place:** “There’s a lake near my village.”
 - **Find someone who has visited...** survey.
 - **Map drawing:** describe and guess locations.
-

b) Animals

(lion, eagle, dolphin, kangaroo, bear, elephant, owl)

Strategies

- Categorize: mammals, birds, marine animals.
- Link to habitats and natural features.
- Use visuals, videos, realia.

Methodology

- Matching animals to habitats.
- Reading/listening about endangered animals.
- Sorting by features: size, diet, environment.

Communicative Activities

- **Guess the animal:** give hints about habitat, diet, or appearance.
 - **Animal survey:** “Who has a pet? Who has seen a lion?”
 - **Role-play:** zookeeper explaining animal facts.
-

c) Indefinite Pronouns

(someone, anyone, everyone, nobody, something, anything, everything, nothing)

Strategies

- Highlight positive vs. negative forms.
- Personalization: talking about class, family, or experiences.
- Compare with pronouns in Turkish (if relevant).

Methodology

- Gap-fill exercises with context.
- Controlled dialogues: “Is anyone at home?” → “No, nobody is home.”
- Reading/listening comprehension tasks.

Communicative Activities

- **Mystery bag game:** “There is something in the bag → guess what it is.”
- **Class survey:** “Has anyone travelled abroad?”
- **Story building:** students tell a story using indefinite pronouns.

Integration Idea (Project-Based)

“Explore the Natural World” Project

1. Students describe natural features using **passive** (*The waterfall was discovered in 1990*).
2. Express opinions using **adjective + infinitive** (*It's exciting to see a lion in the wild*).
3. Emphasize surprising facts with **even** (*Even dolphins can recognize themselves*).
4. Include vocabulary: natural features, animals, indefinite pronouns (*Someone saw a bear in the forest*).
5. Present findings in pairs or groups as a short “**Nature Explorer Report**”.

UNIT 12 – B1 Learning Strategies, Methodology & Communicative Activities

1. Grammar Range

a) Reported Speech

(*He said he was tired. / She asked if I liked the film.*)

Strategies

- Compare **direct vs. reported speech** visually (arrows → time shift).
- Personalization: report classmates' sentences or conversations.
- Highlight backshifting of tenses and pronouns.

Methodology

- Guided noticing from dialogues.
- Transformation exercises: direct → reported.
- Question reporting practice: yes/no vs. wh-questions.

Communicative Activities

- **Interview your classmate:** report answers to the class.
 - **Telephone gossip game:** pass messages in reported speech.
 - **News reporter task:** report classmates' activities/events.
-

b) Past Perfect

(I had finished my homework before I went out.)

Strategies

- Use timelines to show sequence of past events.
- Compare with Past Simple.
- Personalization: link to students' own experiences.

Methodology

- Guided sentence completion: first/second events.
- Short story writing: combine Past Simple & Past Perfect.
- Controlled → freer practice progression.

Communicative Activities

- **Storytelling chain:** add events in sequence using Past Perfect.
 - **Detective game:** "What had happened before the accident?"
 - **Pair interviews:** ask about last weekend activities and report.
-

c) Shall (offers, suggestions – mainly B1 functional use)

(Shall we go to the cinema? / Shall I help you with that?)

Strategies

- Compare with will/should for meaning.
- Personalization: suggestions for class activities or weekend plans.
- Highlight intonation for offers.

Methodology

- Controlled dialogues: Yes/No questions with shall.
- Role-play of polite offers/suggestions.
- Pair work: completing dialogues with shall.

Communicative Activities

- **Planning activity:** “Shall we visit the park tomorrow?”
 - **Problem-solving:** offer solutions politely with shall.
 - **Mini-debate:** suggest and agree/disagree using shall.
-

2. Vocabulary Range

a) News Expressions

(breaking news, headlines, report, journalist, coverage, source, live)

Strategies

- Categorize expressions by type: event, reporting, journalism roles.
- Personalization: students report something that happened at school or home.
- Use real-life authentic sources (news websites, video clips).

Methodology

- Matching tasks (word ↔ definition).
- Reading/listening comprehension with highlighted expressions.
- Gap-fill exercises with authentic news extracts.

Communicative Activities

- **News reporter role-play:** report on class events.
 - **Headline writing:** students create catchy news headlines.
 - **Group discussion:** “What news surprised you this week?”
-

b) Television

(channel, episode, series, documentary, reality show, broadcast, presenter)

Strategies

- Categorize by type (programs, roles, broadcasts).
- Connect to students’ viewing habits.
- Compare with streaming vs. traditional TV.

Methodology

- Visual labelling: posters or screenshots.
- Reading short program summaries.
- Listening to TV clips or dialogues.

Communicative Activities

- **TV schedule activity:** plan a day of watching programs.
 - **Favourite show survey:** “Which series do you watch most?”
 - **Role-play:** act as a TV presenter describing a program.
-

c) Advertising

(*ad, commercial, slogan, campaign, target audience, billboard, online ad*)

Strategies

- Categorize by medium (TV, online, print).
- Link vocabulary to real ads (visuals, slogans).
- Focus on functional use (describe, evaluate, give opinion).

Methodology

- Matching words to pictures or definitions.
- Reading/viewing ads and answering comprehension questions.
- Creating short ads using vocabulary.

Communicative Activities

- **Create an ad:** in groups, design a poster or slogan.
 - **Class survey:** “Which ad do you remember best? Why?”
 - **Role-play:** present a product using advertising vocabulary.
-

☒ Integration Idea (Project-Based)

“Classroom News Channel” Project

1. Students work in **teams as reporters**, using **news expressions + TV vocabulary**.
2. Include a **short ad segment** using advertising vocabulary.
3. Use **Reported Speech** to narrate events: “Our principal said that...”.
4. Use **Past Perfect** to describe sequences: “We had prepared the script before filming.”
5. Practice **Shall** for collaborative planning: “Shall we record the weather report first?”

SKILLS

UNIT 1

Reading Objectives

1. Understand straightforward personal letters, emails, or postings giving relatively detailed accounts of events and experiences

Learning Strategies:

- **Skimming for gist:** Quickly identify the overall topic or purpose.
- **Scanning for details:** Look for dates, names, events, and feelings.
- **Highlighting key information:** Mark expressions of opinion, events, or emotions.
- **Contextual guessing:** Deduce the meaning of unknown words from surrounding context.

Methodologies:

- **Task-based reading:** Give students authentic letters or emails to extract key information.
- **Guided reading:** Teacher models how to identify main points and supporting details.
- **Pair/comparison work:** Compare extracted information with a partner to check comprehension.

Communicative Activities:

- **Letter/email analysis:** Read a personal letter and summarize the sender's experiences and feelings.
- **Partner discussion:** Share what was learned from a letter/email with a classmate.
- **Role-play response:** Write a reply to a personal letter or post.

2. Find and understand relevant information in everyday materials such as letters, brochures, and short official documents

Learning Strategies:

- **Scanning for specific information:** Identify key facts, instructions, or dates.
- **Highlighting/annotating:** Mark relevant information to aid comprehension.
- **Contextual inference:** Use surrounding words to understand unfamiliar terms.

Methodologies:

- **Task-based reading:** Students complete information-finding tasks using brochures, letters, or official documents.
- **Guided reading:** Teacher demonstrates how to locate key information.
- **Comparative reading:** Compare different documents to identify patterns and structure.

Communicative Activities:

- **Information extraction task:** Answer questions based on a brochure, letter, or document.
- **Partner discussion:** Compare answers and discuss differences or ambiguities.

- **Document matching:** Match sections of texts to specific questions or tasks.
-

3. Make basic inferences or predictions about text content from headings, titles, or headlines

Learning Strategies:

- **Predictive reading:** Anticipate content or topic from headings or titles.
- **Contextual inference:** Use key words and context clues to predict meaning.
- **Note-taking:** Record possible ideas or expectations before reading fully.

Methodologies:

- **Pre-reading tasks:** Examine titles or headlines and predict content.
- **Think-aloud approach:** Teacher models how to make predictions based on headings.
- **Guided discussion:** Discuss predictions and reasoning in pairs or small groups.

Communicative Activities:

- **Headline prediction:** Students predict content from headings or titles.
- **Title-text matching:** Match headings to paragraphs or sections of a text.
- **Prediction check:** After reading, confirm or adjust predictions and discuss why.

Listening Objectives

1. Follow most everyday conversations and discussions, provided the speech is clearly articulated in standard language or a familiar variety

Learning Strategies:

- **Listening for gist:** Focus on the overall meaning rather than every word.
- **Listening for key details:** Pay attention to names, dates, actions, or opinions.
- **Predictive listening:** Anticipate what speakers might say next based on context.
- **Active listening:** Respond appropriately with backchanneling (“I see,” “Really?”) to maintain engagement.

Methodologies:

- **Task-based listening:** Use dialogues or recorded conversations with comprehension tasks.
- **Pre-listening preparation:** Introduce key vocabulary or topics to aid understanding.
- **Guided listening:** Teacher models how to follow conversations and pick out main points.

Communicative Activities:

- **Dialogue mapping:** Listen to a conversation and identify who says what.

- **Role-play follow-up:** Recreate or continue a recorded conversation in pairs.
 - **Comprehension questions:** Answer questions about the main ideas or details.
-

2. Understand most recorded or broadcast material on topics of personal interest, delivered in clear standard language

Learning Strategies:

- **Listening for gist:** Focus on the overall message rather than individual words.
- **Listening for specific information:** Note facts, opinions, or key events.
- **Repeated listening:** Listen multiple times to confirm understanding.

Methodologies:

- **Task-based listening:** Use podcasts, radio segments, or online recordings with comprehension tasks.
- **Segmented listening:** Break recordings into smaller chunks to focus on key information.
- **Pre-listening activities:** Discuss the topic, introduce key vocabulary.

Communicative Activities:

- **Summary task:** Summarize the recording orally or in writing.
 - **Opinion discussion:** Discuss personal reactions or opinions after listening.
 - **Q&A activity:** Answer questions about key information from the recording.
-

3. Understand the main points of straightforward monologues (e.g., guided tours), delivered clearly and relatively slowly

Learning Strategies:

- **Focus on main points:** Identify locations, events, or sequential steps.
- **Note-taking:** Write down important points and supporting details.
- **Predictive listening:** Use prior knowledge or context to anticipate what will come next.

Methodologies:

- **Task-based listening:** Use recordings of guided tours, instructions, or presentations with focused tasks.
- **Guided listening:** Teacher models extracting main ideas from monologues.
- **Pre-listening preparation:** Discuss topic and key vocabulary before listening.

Communicative Activities:

- **Monologue retell:** Retell a guided tour or talk in your own words.

- **Sequence activity:** Put events or locations in the correct order based on the monologue.
- **Partner summary:** Share notes and summarize the main points with a partner.

Writing Objectives

1. Re-read their own texts to check for common grammar mistakes (e.g., verb tense consistency, subject-verb agreement)

Learning Strategies:

- **Self-editing:** Reread and identify common errors in grammar, spelling, and punctuation.
- **Error awareness:** Focus on recurring mistakes like verb tense or subject-verb agreement.
- **Checklists:** Use a grammar checklist while reviewing texts.

Methodologies:

- **Process writing:** Draft → revise → edit → final version.
- **Peer review:** Exchange texts with classmates to identify errors.
- **Mini grammar lessons:** Focus on frequent mistakes in context.

Communicative Activities:

- **Editing race:** Students find and correct errors in sample texts.
- **Peer correction:** Swap texts with a partner and highlight grammar mistakes.
- **Self-reflection:** Students annotate their own writing using a checklist.

2. Express different opinions and provide detailed accounts of personal experiences and feelings in letters or online writing

Learning Strategies:

- **Planning and brainstorming:** Organize ideas before writing.
- **Use of linking words:** Connect sentences to describe events and express opinions clearly.
- **Model analysis:** Examine example letters or posts for structure, style, and tone.

Methodologies:

- **Genre-based writing:** Focus on letters, emails, or online posts.
- **Task-based writing:** Give authentic writing tasks with clear objectives.
- **Collaborative writing:** Co-write letters or posts in pairs to share ideas.

Communicative Activities:

- **Personal letter/email:** Describe a recent event, experience, or feeling in detail.
 - **Opinion blog/post:** Write about a social topic or personal experience, including personal reactions.
 - **Role-play writing:** Compose a letter/email responding to a classmate's post.
-

3. Use a model or checklist to revise content organization

Learning Strategies:

- **Planning structure:** Organize introduction, body, and conclusion logically.
- **Model analysis:** Compare own writing with example texts.
- **Checklist use:** Ensure coherence, cohesion, paragraphing, and appropriate sequencing.

Methodologies:

- **Process writing:** Draft → revise using a checklist → peer review → final draft.
- **Guided revision:** Teacher models how to improve content organization using a model text.
- **Collaborative editing:** Students review each other's work for structure.

Communicative Activities:

- **Rewriting task:** Rearrange sentences or paragraphs for logical flow.
- **Peer feedback:** Use a checklist to suggest improvements in organization.
- **Model comparison:** Compare a draft to a model text and discuss differences.

Speaking Objectives

1. Enter unprepared into conversations on familiar topics

Learning Strategies:

- **Use of functional phrases:** Prepare common expressions for greetings, agreeing/disagreeing, and turn-taking.
- **Prediction and preparation:** Anticipate likely topics before discussions.
- **Active listening:** Focus on what others say to respond appropriately.

Methodologies:

- **Communicative approach:** Encourage spontaneous interaction on familiar topics.
- **Task-based speaking:** Give students discussion prompts or scenarios to talk about.
- **Role-play:** Practice real-life situations in pairs or groups.

Communicative Activities:

- **Speed conversation:** Rotate partners every 2–3 minutes discussing familiar topics.

- **Prompt cards:** Students respond to a random question or scenario without preparation.
 - **Discussion circle:** Share opinions or experiences in a small group discussion.
-

2. Express how they are feeling using very basic expressions

Learning Strategies:

- **Emotion vocabulary bank:** Learn and practice words and phrases to describe feelings.
- **Gesture support:** Combine words with gestures to clarify meaning.
- **Model phrases:** Practice using “I feel...”, “I’m a bit...”, “I’m happy/sad/tired,” etc.

Methodologies:

- **Functional language focus:** Teach key expressions for expressing emotions.
- **Role-play:** Practice expressing feelings in realistic scenarios.
- **Task-based speaking:** Incorporate expressing feelings into discussion or storytelling tasks.

Communicative Activities:

- **Feelings board:** Students pick a feeling card and explain why they feel that way.
 - **Mini interviews:** Ask a partner “How do you feel today?” and respond naturally.
 - **Emotion diary sharing:** Share a short recount of feelings during a recent event.
-

3. Ask for and provide personal information

Learning Strategies:

- **Question formation practice:** Learn common question patterns (e.g., What do you like? Where do you live?).
- **Answering practice:** Provide complete but simple answers to questions.
- **Pattern drills:** Practice exchanging personal information in controlled scenarios.

Methodologies:

- **Task-based speaking:** Use role-play and information gap activities.
- **Functional language teaching:** Focus on question and answer structures for personal information.
- **Pair work:** Students practice asking and answering questions in pairs.

Communicative Activities:

- **Information gap:** Each student has missing personal information they must ask for.

- **Find someone who....:** Students ask classmates questions to find someone matching a description.
 - **Interview role-play:** Conduct a simple interview exchanging personal info.
-

4. Maintain a conversation or discussion, though sometimes may struggle to express exactly what they want

Learning Strategies:

- **Backchanneling:** Use phrases like “I see,” “Really?” to maintain conversation.
- **Paraphrasing:** Learn to rephrase when they don’t know exact words.
- **Turn-taking:** Practice managing conversation flow.

Methodologies:

- **Communicative approach:** Encourage longer exchanges with authentic interaction.
- **Task-based speaking:** Discussions on familiar topics or problem-solving tasks.
- **Role-play and simulation:** Practice real-life conversational scenarios.

Communicative Activities:

- **Opinion sharing circle:** Students express opinions on familiar topics and ask follow-up questions.
- **Role-play problem-solving:** Students discuss a situation and suggest solutions.
- **Paraphrasing practice:** Students restate what a partner said to confirm understanding.

Mediation Objective

Collaborate on a shared task (formulating/responding to suggestions, asking agreement, proposing alternatives)

Learning Strategies:

- **Active listening:** Pay attention to peers’ ideas and suggestions.
- **Paraphrasing:** Restate others’ suggestions to ensure understanding.
- **Negotiation language:** Learn expressions for agreeing, disagreeing, or offering alternatives (e.g., “I see your point, but...”, “How about...?”, “Do you agree if we...?”).
- **Turn-taking awareness:** Take and give turns politely in discussions.

Methodologies:

- **Task-based learning:** Students work on real-life collaborative tasks with a clear goal.
- **Role-play:** Simulate meetings, planning sessions, or problem-solving activities.
- **Guided mediation:** Teacher models how to summarize, clarify, and suggest alternatives in group discussions.

Communicative Activities:

- **Group problem-solving task:** Students work in groups to decide on the best solution to a practical problem (e.g., planning an event or organizing a trip).
- **Suggestion exchange:** Each student makes one suggestion; others respond with agreement, disagreement, or alternative proposals.
- **Consensus-building:** Students must reach a group decision using negotiation phrases and polite disagreement.

UNIT 2**Reading Objectives****1. Recognize significant points in straightforward news articles on familiar subjects****Learning Strategies:**

- **Skimming for gist:** Identify the main idea of each article quickly.
- **Highlighting key points:** Mark significant facts, events, or opinions.
- **Contextual inference:** Use headings, pictures, or captions to support understanding.

Methodologies:

- **Task-based reading:** Assign comprehension tasks based on news articles.
- **Guided reading:** Teacher models how to identify main points and supporting details.
- **Pair comparison:** Students compare highlighted points and discuss.

Communicative Activities:

- **News summary:** Summarize the article in a few sentences orally or in writing.
- **Headline discussion:** Predict article content from headlines and then check.
- **Partner Q&A:** Ask and answer questions about the article's key points.

2. Find and understand relevant information in everyday materials such as letters, brochures, and short official documents**Learning Strategies:**

- **Scanning for details:** Focus on names, dates, numbers, or instructions.
- **Annotation:** Highlight or underline relevant information.
- **Contextual guessing:** Use surrounding context to understand unfamiliar words.

Methodologies:

- **Task-based reading:** Students complete specific information-finding tasks.
- **Guided reading:** Teacher demonstrates how to locate relevant info in documents.

- **Comparative reading:** Compare different materials and discuss structure and content.

Communicative Activities:

- **Information extraction:** Answer questions based on a brochure, letter, or document.
 - **Pair discussion:** Compare answers with a partner and discuss differences.
 - **Document matching:** Match parts of the text to specific questions or tasks.
-

3. Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles using common everyday language

Learning Strategies:

- **Skimming and scanning:** Identify key ideas, events, or perspectives.
- **Note-taking:** Jot down main points, feelings, and events.
- **Inference:** Deduce feelings or opinions from descriptive language.

Methodologies:

- **Guided reading:** Teacher models identifying emotions, perspectives, and events.
- **Task-based reading:** Use travel guides, narratives, or magazine articles for comprehension tasks.
- **Pair or group discussion:** Discuss impressions, feelings, and perspectives from the text.

Communicative Activities:

- **Travel diary summary:** Summarize a narrative or travel guide in writing or orally.
- **Perspective discussion:** Share what feelings or opinions the writer expresses.
- **Emotion mapping:** Highlight descriptive language showing feelings or experiences.

Listening Objectives

1. Understand main points and important details in stories and narratives (e.g., holiday descriptions), provided the delivery is slow and clear

Learning Strategies:

- **Listening for gist:** Identify the overall story or main events first.
- **Listening for details:** Focus on key facts, names, dates, places, and feelings.
- **Note-taking:** Write down main points while listening.
- **Predictive listening:** Anticipate what might happen next in the story.

Methodologies:

- **Task-based listening:** Use audio recordings of holiday stories or narratives with comprehension tasks.
- **Segmented listening:** Play recordings in short sections to focus on details.
- **Guided listening:** Teacher models how to extract main points and supporting details.

Communicative Activities:

- **Story summary:** Summarize the story orally or in writing.
 - **Sequence activity:** Arrange events from the story in the correct order.
 - **Partner retell:** Retell the story to a partner using notes.
-

2. Understand most recorded or broadcast material on topics of personal interest, delivered in clear standard language

Learning Strategies:

- **Listening for gist:** Focus on overall meaning, not every word.
- **Listening for key information:** Note facts, opinions, and specific details.
- **Predictive listening:** Anticipate content based on context or topic.
- **Repeated listening:** Replay the material to clarify difficult points.

Methodologies:

- **Task-based listening:** Use podcasts, radio programs, or online recordings with comprehension tasks.
- **Pre-listening preparation:** Introduce key vocabulary and context to aid understanding.
- **Guided listening:** Teacher demonstrates how to identify main ideas and supporting details.

Communicative Activities:

- **Summary task:** Summarize the recording in writing or orally.
- **Q&A activity:** Answer comprehension questions based on the recording.
- **Opinion discussion:** Share personal reactions or opinions about the content.

Speaking Objectives

1. Give a short, prepared presentation on a familiar topic using simple language

Learning Strategies:

- **Planning and outlining:** Organize key points and structure (introduction, main points, conclusion).
- **Rehearsal:** Practice speaking aloud and timing the presentation.
- **Use of visuals:** Support explanations with pictures, charts, or slides.

Methodologies:

- **Task-based speaking:** Prepare a short talk on a familiar topic.
- **Guided practice:** Teacher models a short presentation with clear language.
- **Peer feedback:** Students give feedback on clarity and organization.

Communicative Activities:

- **Mini-presentations:** Each student gives a 2–3 minute talk.
 - **Visual-supported presentation:** Present using a poster or slides.
 - **Peer Q&A:** Classmates ask follow-up questions after the presentation.
-

2. Give and seek personal views and opinions on topics of interest**Learning Strategies:**

- **Opinion phrases:** Learn expressions for giving opinions (“I think...”, “In my opinion...”) and asking opinions (“What do you think...?”).
- **Supporting ideas:** Use simple reasons or examples to back opinions.
- **Active listening:** Listen to classmates’ opinions and respond appropriately.

Methodologies:

- **Task-based speaking:** Discussions on familiar topics with clear goals.
- **Role-play:** Simulate situations where students ask and give opinions.
- **Debates:** Structured short debates on simple, familiar topics.

Communicative Activities:

- **Opinion circle:** Share opinions on a topic and justify with a reason.
 - **Partner interviews:** Ask and answer questions about preferences, hobbies, or experiences.
 - **Agree/disagree discussion:** Respond to classmates’ opinions politely.
-

3. Enter unprepared into conversations on familiar topics**Learning Strategies:**

- **Use functional phrases:** Prepare expressions for greeting, agreeing/disagreeing, turn-taking, and asking follow-up questions.
- **Predict likely topics:** Anticipate familiar discussion topics.
- **Paraphrasing:** Restate what others say when unsure how to respond.

Methodologies:

- **Communicative approach:** Encourage spontaneous interaction on familiar topics.

- **Task-based speaking:** Prompt students with random questions or scenarios.
- **Role-play:** Practice real-life conversation situations in pairs or groups.

Communicative Activities:

- **Speed conversation:** Rotate partners every 2–3 minutes to discuss a familiar topic.
 - **Prompt cards:** Respond to questions without preparation.
 - **Small group discussion:** Talk about hobbies, school, travel, or personal experiences.
-

4. Offer advice on simple matters within their field of experience

Learning Strategies:

- **Advice phrases:** Learn common expressions for giving suggestions (“You should...”, “I’d recommend...”, “Why don’t you...?”).
- **Politeness strategies:** Use softening phrases when giving advice.
- **Example-based reasoning:** Support advice with a reason or example.

Methodologies:

- **Task-based speaking:** Practice giving advice in realistic situations.
- **Role-play:** Simulate scenarios where advice is needed.
- **Guided discussion:** Teacher models appropriate advice-giving strategies.

Communicative Activities:

- **Problem-solving role-play:** Give advice on school, hobbies, or travel issues.
- **Partner advice exchange:** Each student presents a problem; the partner offers solutions.
- **Advice board:** Students write and discuss advice on common situations.

SDG Objective

Describe your ideal city with sustainable transport and parks

Learning Strategies:

- **Vocabulary building:** Learn words and phrases related to cities, transport, sustainability, and green spaces (e.g., “bike lanes,” “electric buses,” “green rooftops,” “public parks”).
- **Model analysis:** Look at example descriptions of sustainable cities to see structure and key expressions.
- **Planning and visualizing:** Sketch or plan your ideal city before describing it.

Methodologies:

- **Task-based learning:** Students describe or present their ideal city focusing on sustainability.
- **Guided writing/speaking:** Teacher models descriptive language and linking expressions (e.g., “In my city, there would be...”, “I imagine...”).
- **Collaborative brainstorming:** Work in pairs or groups to generate ideas before describing individually.

Communicative Activities:

- **City description presentation:** Give a short oral description of your ideal sustainable city.
- **Group design activity:** In small groups, create a poster or digital map of your ideal city and present it.
- **Partner discussion:** Compare ideal cities with a classmate and ask questions about their choices.
- **SDG connection reflection:** Discuss how sustainable transport and parks help the environment and community.

UNIT 3

Reading Objectives

1. Find and understand relevant information in everyday materials such as letters, brochures, and short official documents

Learning Strategies:

- **Scanning for key details:** Look for names, dates, numbers, instructions, and other specific information.
- **Annotation/highlighting:** Mark relevant sections while reading.
- **Contextual guessing:** Infer meaning of unfamiliar words from surrounding text.

Methodologies:

- **Task-based reading:** Students complete information-finding tasks using letters, brochures, or documents.
- **Guided reading:** Teacher demonstrates strategies to locate key information.
- **Comparative reading:** Compare similar documents to see patterns and structures.

Communicative Activities:

- **Info-finding challenge:** Answer questions based on a brochure or document.
- **Partner discussion:** Compare extracted information with a classmate and discuss differences.
- **Document matching:** Match sections of letters or brochures to specific tasks or questions.

2. Understand travel diaries describing events, experiences, and discoveries during a journey

Learning Strategies:

- **Skimming for gist:** Quickly grasp the overall journey and main events.
- **Scanning for details:** Identify specific events, dates, locations, or experiences.
- **Note-taking:** Record important points, feelings, or discoveries while reading.

Methodologies:

- **Task-based reading:** Use authentic travel diaries for comprehension exercises.
- **Guided reading:** Teacher models identifying main events, feelings, and discoveries.
- **Pair or group discussion:** Discuss impressions, interesting discoveries, or experiences from the text.

Communicative Activities:

- **Diary summary:** Summarize a travel diary in a few sentences orally or in writing.
 - **Sequence activity:** Arrange events from the diary in chronological order.
 - **Emotion mapping:** Identify feelings expressed in the diary and discuss with a partner.
-

3. Understand standard formal correspondence and online postings within their professional area of interest

Learning Strategies:

- **Skimming for purpose:** Identify the type of correspondence and its purpose.
- **Scanning for key details:** Look for specific instructions, requests, or confirmations.
- **Contextual guessing:** Understand unfamiliar professional terms from context.

Methodologies:

- **Task-based reading:** Provide authentic formal emails, letters, or postings for comprehension exercises.
- **Model analysis:** Examine sample correspondence for structure, language, and tone.
- **Guided discussion:** Discuss the purpose, tone, and key points of the correspondence.

Communicative Activities:

- **Information extraction:** Answer questions based on formal emails or postings.
- **Role-play response:** Write or orally respond to professional correspondence.
- **Partner discussion:** Compare responses and discuss formal tone and style.

Listening Objectives

1. Understand main points and important details in stories and narratives (e.g., holiday descriptions), provided the delivery is slow and clear

Learning Strategies:

- **Listening for gist:** Identify the overall story or main events first.
- **Listening for details:** Focus on names, dates, locations, and key events.
- **Note-taking:** Record main points while listening.
- **Predictive listening:** Anticipate what might happen next in the story.

Methodologies:

- **Task-based listening:** Use audio recordings of holiday stories or narratives with comprehension tasks.
- **Segmented listening:** Play recordings in short sections to focus on details.
- **Guided listening:** Teacher models how to extract main points and supporting details.

Communicative Activities:

- **Story summary:** Summarize the story orally or in writing.
- **Sequence activity:** Arrange events from the story in the correct order.
- **Partner retell:** Retell the story to a partner using notes.

2. Understand the main points of straightforward monologues (e.g., guided tours), delivered clearly and relatively slowly

Learning Strategies:

- **Focus on main points:** Listen for locations, events, or sequential steps.
- **Note-taking:** Write down important points and supporting details.
- **Predictive listening:** Use prior knowledge or context to anticipate content.

Methodologies:

- **Task-based listening:** Use recordings of guided tours or short presentations.
- **Guided listening:** Teacher models how to extract main ideas from monologues.
- **Pre-listening discussion:** Discuss the topic and key vocabulary before listening.

Communicative Activities:

- **Tour retell:** Retell a guided tour or talk in your own words.
- **Sequence mapping:** Put events or locations in the correct order.
- **Partner summary:** Share notes and summarize the main points with a partner.

3. Understand most recorded or broadcast material on topics of personal interest, delivered in clear standard language

Learning Strategies:

- **Listening for gist:** Focus on overall meaning rather than every word.
- **Listening for key information:** Note facts, opinions, or specific details.
- **Repeated listening:** Listen multiple times to clarify difficult points.

Methodologies:

- **Task-based listening:** Use podcasts, radio programs, or online recordings.
- **Pre-listening preparation:** Introduce key vocabulary and context to aid understanding.
- **Guided listening:** Teacher demonstrates identifying main ideas and supporting details.

Communicative Activities:

- **Summary task:** Summarize the recording orally or in writing.
 - **Q&A activity:** Answer comprehension questions based on the recording.
 - **Opinion discussion:** Share personal reactions or opinions about the content.
-

4. Follow detailed directions

Learning Strategies:

- **Step-by-step listening:** Focus on sequential instructions.
- **Visualization:** Imagine the steps or actions described.
- **Note-taking:** Jot down instructions while listening.

Methodologies:

- **Task-based listening:** Use recordings giving directions (e.g., maps, instructions).
- **Guided listening:** Teacher models listening for sequential instructions.
- **Pair or group practice:** Students follow directions in real or simulated tasks.

Communicative Activities:

- **Map directions:** Listen and follow directions on a map.
 - **Instruction following:** Complete a task (e.g., assemble something or find a location) using the audio instructions.
 - **Partner check:** Compare results and discuss discrepancies.
-

5. Understand public announcements at airports, stations, planes, buses, and trains when clearly articulated and minimally affected by background noise

Learning Strategies:

- **Listening for key information:** Focus on times, locations, numbers, or instructions.
- **Note-taking:** Write down essential details while listening.
- **Contextual inference:** Deduce meaning from the setting and familiar phrases.

Methodologies:

- **Task-based listening:** Use real or simulated announcements for comprehension tasks.
- **Guided listening:** Teacher demonstrates how to extract key details from announcements.
- **Simulation:** Recreate airport, station, or bus announcements in class.

Communicative Activities:

- **Information extraction:** Answer questions based on announcements.
- **Role-play:** One student makes an announcement, and others respond or follow instructions.
- **Problem-solving activity:** Students plan a route or schedule using the information from announcements.

Writing Objectives

1. Describe a recent trip or event—real or imagined—using connected sentences

Learning Strategies:

- **Planning and sequencing:** Organize events chronologically before writing.
- **Use of linking words:** Employ connectors like *then*, *after that*, *finally* to link sentences.
- **Brainstorming:** List key points or experiences before writing.

Methodologies:

- **Task-based writing:** Assign short narratives about trips or personal experiences.
- **Guided writing:** Teacher models a connected description of a trip or event.
- **Peer collaboration:** Share ideas and check for clarity before writing.

Communicative Activities:

- **Travel diary:** Write a diary entry describing a recent trip or event.
- **Partner retell:** Share your trip orally with a partner before writing it down.
- **Sequence activity:** Arrange sentences or paragraphs from a sample story in order.

2. Understand descriptions of events, feelings, and wishes in personal letters well enough to maintain regular correspondence (e.g., with a pen friend)

Learning Strategies:

- **Reading for meaning:** Focus on emotions, opinions, and experiences in letters.
- **Annotation:** Highlight feelings, opinions, and key events.
- **Model analysis:** Examine sample letters to understand tone and structure.

Methodologies:

- **Genre-based learning:** Study personal letters and their conventions.
- **Task-based writing:** Write letters or emails responding to a pen friend.
- **Guided discussion:** Discuss letters' content and style in pairs or groups.

Communicative Activities:

- **Pen pal exchange:** Write a letter or email to a partner, sharing experiences and feelings.
- **Letter analysis:** Identify feelings, opinions, and main points in sample letters.
- **Follow-up questions:** Respond to a partner's letter with questions about their experiences.

3. Write detailed accounts of personal experiences, expressing feelings and reactions in straightforward language

Learning Strategies:

- **Planning and brainstorming:** Make a list of key events, feelings, and reactions.
- **Use of descriptive language:** Include adjectives, adverbs, and emotion words.
- **Re-reading:** Check for clarity, cohesion, and grammar.

Methodologies:

- **Task-based writing:** Students write personal narratives or recounts.
- **Process writing:** Draft → revise → edit → final version.
- **Guided writing:** Teacher models descriptive accounts with feelings and reactions.

Communicative Activities:

- **Personal story writing:** Write about a memorable event or experience, including feelings.
- **Partner feedback:** Exchange stories and give feedback on clarity and expression.
- **Emotion mapping:** Identify emotions in classmates' stories and discuss how they are expressed.

4. Use a model or checklist to revise content organization

Learning Strategies:

- **Self-editing:** Use a checklist to check paragraphing, sequencing, and coherence.
- **Compare with model:** Analyse a model text for structure and organization.
- **Peer review:** Exchange texts and check each other's organization.

Methodologies:

- **Process writing:** Draft → revise using a checklist → peer review → final draft.
- **Guided revision:** Teacher models how to improve structure using a checklist.
- **Collaborative editing:** Students review each other's work in pairs or groups.

Communicative Activities:

- **Reordering activity:** Rearrange sentences or paragraphs to improve coherence.
- **Peer checklist review:** Students use a checklist to review classmates' writing.
- **Model comparison discussion:** Compare own writing to a model text and discuss improvements.

Speaking Objectives

1. Express opinions on familiar topics from everyday life using simple phrases and expressions

Learning Strategies:

- **Opinion phrases:** Learn expressions such as *I think...*, *I believe...*, *In my opinion...*, *I prefer...*
- **Supporting ideas:** Use simple reasons or examples to back up opinions.
- **Active listening:** Listen to classmates' opinions and respond appropriately.

Methodologies:

- **Task-based speaking:** Discussions on familiar topics like hobbies, school, or travel.
- **Role-play:** Practice asking for and giving opinions in pairs or small groups.
- **Guided speaking:** Teacher models opinion-giving with reasons.

Communicative Activities:

- **Opinion circle:** Share opinions on familiar topics and justify them.
- **Partner interviews:** Ask and answer questions about preferences and experiences.
- **Agree/disagree discussion:** Respond politely to classmates' opinions.

2. Narrate a simple story or describe an event, real or imagined, using basic language

Learning Strategies:

- **Planning:** Sequence events chronologically.
- **Linking words:** Use *then*, *after that*, *finally* to connect sentences.
- **Note-taking:** Write or jot down key points before narrating.

Methodologies:

- **Task-based speaking:** Students tell short personal stories or describe events.
- **Guided storytelling:** Teacher models narration using simple language.
- **Peer feedback:** Practice narrations with a partner and get feedback on clarity.

Communicative Activities:

- **Storytelling circle:** Each student tells a story or event to the class.
 - **Sequence activity:** Arrange sentences or events in order before narrating.
 - **Partner retell:** Retell a classmate's story using your own words.
-

3. Describe how to do something in simple terms, giving basic step-by-step instructions**Learning Strategies:**

- **Sequencing language:** Use *first*, *next*, *then*, *finally* to explain steps.
- **Clear vocabulary:** Focus on action verbs and simple instructions.
- **Visualization:** Imagine the steps while explaining.

Methodologies:

- **Task-based speaking:** Students explain a process or how to complete a simple task.
- **Guided demonstration:** Teacher models step-by-step instructions.
- **Peer practice:** Students practice giving instructions to a partner.

Communicative Activities:

- **How-to explanation:** Explain how to cook a simple recipe, use an app, or complete a task.
 - **Instruction following:** Partner follows your steps exactly as described.
 - **Instruction board:** Students write and share step-by-step instructions on a poster.
-

4. Get travel information, use public transport, and buy tickets**Learning Strategies:**

- **Functional phrases:** Learn expressions for asking information (*Where is...?*, *How much is...?*, *Which platform...?*).

- **Listening for details:** Focus on numbers, times, and locations.
- **Role-play practice:** Simulate real travel situations before actual use.

Methodologies:

- **Task-based role-play:** Simulate train/bus stations, airports, or ticket counters.
- **Dialog practice:** Practice asking for and giving information in pairs.
- **Guided speaking:** Teacher models travel-related conversations.

Communicative Activities:

- **Travel info role-play:** Ask for schedules, prices, or directions.
- **Ticket purchase simulation:** Practice buying tickets and confirming details.
- **Route planning:** Plan a trip using public transport and present it to the class.

5. Deal with most transactions likely to arise when travelling, arranging accommodation, or dealing with authorities during a foreign visit

Learning Strategies:

- **Transactional language:** Learn key expressions for booking, requesting, and confirming.
- **Politeness strategies:** Practice polite requests and responses.
- **Scenario practice:** Prepare for common real-life situations abroad.

Methodologies:

- **Role-play:** Simulate hotel check-ins, tourist info desks, and authority encounters.
- **Task-based speaking:** Focus on completing a transaction successfully.
- **Guided practice:** Teacher models dialogues for transactional situations.

Communicative Activities:

- **Hotel/airport simulation:** Students role-play booking accommodation or asking for help.
- **Transaction challenge:** Complete a series of tasks (buy tickets, confirm bookings) in pairs.
- **Problem-solving:** Handle unexpected situations like missing tickets or delays through dialogue practice.

Mediation Objectives

1. Summarize the main points from a short written or spoken text (e.g., a brochure, a short video, a conversation)

Learning Strategies:

- **Active listening/reading:** Focus on main ideas rather than every detail.
- **Note-taking:** Jot down key points, dates, names, or facts.
- **Paraphrasing:** Restate information in simpler language.

Methodologies:

- **Task-based mediation:** Students read or listen to short texts and extract key information.
- **Guided practice:** Teacher models summarizing texts orally or in writing.
- **Pair or group work:** Share summaries and compare accuracy.

Communicative Activities:

- **Oral summary:** Summarize a video clip, brochure, or conversation to a partner.
- **Written summary:** Write a short paragraph capturing the main points.
- **Summary relay:** In small groups, each student summarizes part of a text to build a complete version.

2. Help others understand instructions or announcements by rewording or simplifying

Learning Strategies:

- **Simplification:** Replace complex vocabulary or structures with simpler language.
- **Paraphrasing and clarifying:** Use synonyms, short sentences, and clear sequencing.
- **Check comprehension:** Ask if the listener understood your simplified instructions.

Methodologies:

- **Task-based mediation:** Students practice rewording announcements, instructions, or guidelines.
- **Role-play:** One student gives complex information, another simplifies it for peers.
- **Guided practice:** Teacher demonstrates strategies for rewording instructions clearly.

Communicative Activities:

- **Instruction simplification:** Rewrite or orally explain a complex instruction in simpler terms.
- **Announcement relay:** Listen to a recorded announcement and explain it to a partner.
- **Peer teaching:** Help a partner understand instructions for a classroom or real-life task.

UNIT 4

Reading Objectives

1. Recognize significant points in straightforward news articles on familiar subjects

Learning Strategies:

- **Skimming for gist:** Quickly identify the main idea of each article.
- **Highlighting key points:** Mark significant facts, events, or opinions.
- **Contextual inference:** Use headings, subheadings, or images to support understanding.

Methodologies:

- **Task-based reading:** Assign comprehension tasks based on short news articles.
- **Guided reading:** Teacher models how to pick out main points.
- **Pair comparison:** Students compare highlighted points and discuss.

Communicative Activities:

- **News summary:** Summarize the article orally or in writing.
- **Headline prediction:** Predict content from headlines, then read to check.
- **Partner Q&A:** Ask and answer questions about the article's key points.

2. Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles using common everyday language

Learning Strategies:

- **Skimming and scanning:** Identify key ideas, events, and perspectives.
- **Note-taking:** Jot down main points, feelings, and events.
- **Inference:** Deduce feelings or opinions from descriptive language.

Methodologies:

- **Guided reading:** Teacher models identifying emotions, perspectives, and events.
- **Task-based reading:** Use travel guides, narratives, or magazine articles for comprehension tasks.
- **Pair or group discussion:** Discuss impressions, feelings, and perspectives from the text.

Communicative Activities:

- **Travel diary summary:** Summarize a narrative or travel guide in writing or orally.
- **Perspective discussion:** Share what feelings or opinions the writer expresses.
- **Emotion mapping:** Highlight descriptive language showing feelings or experiences.

3. Understand basic types of standard routine letters and faxes (e.g., enquiries, orders, letters of confirmation) on familiar topics

Learning Strategies:

- **Skimming for purpose:** Identify the type of correspondence and its main aim.
- **Scanning for details:** Focus on instructions, requests, dates, and key information.
- **Contextual guessing:** Infer meaning of unfamiliar words from surrounding text.

Methodologies:

- **Task-based reading:** Use authentic letters or faxes for comprehension exercises.
- **Model analysis:** Examine sample correspondence for structure, language, and tone.
- **Guided discussion:** Discuss the purpose, tone, and key points of the correspondence.

Communicative Activities:

- **Information extraction:** Answer questions based on letters or faxes.
- **Role-play response:** Write or orally respond to professional correspondence.
- **Partner discussion:** Compare responses and discuss formal tone and style.

Listening Objectives

1. Follow most everyday conversations and discussions, provided the speech is clearly articulated in standard language or a familiar variety

Learning Strategies:

- **Active listening:** Focus on key words, main ideas, and context.
- **Predictive listening:** Anticipate what speakers might say next based on context.
- **Paraphrasing:** Mentally rephrase what is heard to aid comprehension.

Methodologies:

- **Task-based listening:** Use recordings of everyday conversations on familiar topics.
- **Guided listening:** Teacher models strategies for identifying main points and responding.
- **Role-play:** Simulate real-life conversations in pairs or small groups.

Communicative Activities:

- **Conversation comprehension:** Answer questions about the conversation.
- **Partner retell:** Retell what was said to a partner using your own words.
- **Discussion follow-up:** Discuss opinions or reactions based on the conversation.

2. Understand the main points of straightforward monologues (e.g., guided tours), delivered clearly and relatively slowly

Learning Strategies:

- **Listening for gist:** Focus on the overall message or purpose of the monologue.
- **Note-taking:** Jot down key points, locations, and sequence of events.
- **Visualization:** Picture the locations or events described to aid understanding.

Methodologies:

- **Task-based listening:** Use recordings of guided tours, lectures, or short presentations.
- **Segmented listening:** Play the audio in sections to focus on key details.
- **Pre-listening preparation:** Introduce vocabulary and context before listening.

Communicative Activities:

- **Summary activity:** Summarize the main points orally or in writing.
- **Sequence activity:** Arrange locations or events in the correct order.
- **Partner retell:** Explain the main points to a partner without notes.

Writing Objectives

1. Write basic emails or letters of a factual nature (e.g., to request information or ask for/give confirmation)

Learning Strategies:

- **Familiarize with format:** Learn standard email and letter structures (greeting, body, closing).
- **Focus on clarity:** Use simple, precise language for requests or confirmations.
- **Key phrases:** Practice expressions like *Could you please...?*, *I would like to confirm...*, *I am writing to request...*

Methodologies:

- **Task-based writing:** Compose emails or letters based on prompts or real-life situations.
- **Guided writing:** Teacher models factual emails or letters.
- **Peer review:** Exchange letters/emails and check for clarity and accuracy.

Communicative Activities:

- **Information request:** Write an email requesting details about a course, event, or service.
- **Confirmation writing:** Respond to a letter or email to confirm an arrangement.
- **Role-play:** Simulate real-life situations requiring written communication.

2. Express different opinions and provide detailed accounts of personal experiences and feelings in letters or online writing

Learning Strategies:

- **Use of descriptive language:** Include adjectives, adverbs, and expressions of feelings.
- **Planning content:** Organize ideas in a logical sequence.
- **Linking ideas:** Use connectors such as *however*, *although*, *because*, *so*.

Methodologies:

- **Task-based writing:** Write letters or online posts sharing personal experiences.
- **Model analysis:** Study examples of personal letters or online posts.
- **Guided discussion:** Teacher highlights useful phrases and structures for expressing opinions.

Communicative Activities:

- **Pen pal letters:** Write a letter sharing a recent experience and personal reactions.
- **Blog or social post:** Create a short online post including embedded media (images, links) with comments.
- **Partner feedback:** Exchange writings and discuss opinions and experiences expressed.

3. Post short online accounts of social events, experiences, or activities, including references to embedded media (e.g., links, photos), and share personal reactions or feelings

Learning Strategies:

- **Digital literacy:** Understand conventions of online writing and social media posts.
- **Focus on conciseness:** Use clear and simple language for short posts.
- **Integration of media:** Learn to reference or embed links/photos correctly.

Methodologies:

- **Task-based writing:** Create posts about events or experiences using prompts.
- **Guided writing:** Teacher models effective short online posts with reactions.
- **Peer interaction:** Students comment or respond to classmates' posts.

Communicative Activities:

- **Social media simulation:** Write a short post about a recent event including media references.
- **Reaction sharing:** Comment on classmates' posts expressing agreement, interest, or personal opinions.
- **Post planning:** Plan posts with clear chronological order and personal reflections.

Speaking Objectives

1. Make opinions and reactions understood regarding solutions to problems or practical questions (e.g., where to go, what to do, how to organize an event), giving brief reasons and explanations

Learning Strategies:

- **Opinion language:** Learn phrases such as *I think...*, *I believe...*, *I would suggest...*, *In my opinion...*
- **Supporting reasons:** Give simple explanations using *because*, *so*, or *as a result*.
- **Active listening:** Respond appropriately to classmates' suggestions or opinions.

Methodologies:

- **Task-based speaking:** Engage in problem-solving or decision-making activities.
- **Role-play:** Simulate planning events, trips, or solving practical problems in pairs or groups.
- **Guided discussion:** Teacher models giving opinions and brief explanations.

Communicative Activities:

- **Solution discussion:** Work in groups to decide on a plan or solve a practical problem and present your solution.
 - **Opinion circle:** Share opinions and reasons on a given topic, e.g., "Where should the class trip be?"
 - **Mini-debate:** Students argue for or against proposed solutions politely.
-

2. Describe plans, dreams, hopes, and ambitions in a few simple sentences

Learning Strategies:

- **Use of future forms:** Practice *will*, *going to*, or *I hope/I want/I plan*.
- **Simple sequencing:** Connect sentences using *then*, *after that*, *finally*.
- **Vocabulary focus:** Learn phrases related to ambitions, goals, and plans.

Methodologies:

- **Task-based speaking:** Share personal plans or ambitions in pairs or small groups.
- **Guided practice:** Teacher models describing personal hopes and dreams.
- **Peer feedback:** Classmates ask follow-up questions to extend the conversation.

Communicative Activities:

- **Plan sharing:** Students describe future plans or dreams in small groups.
 - **Dream mapping:** Create a visual representation of goals and describe it orally.
 - **Question and answer:** Partner asks simple questions about your hopes or plans.
-

3. Take part in routine formal discussions on familiar subjects, exchanging factual information, receiving instructions, or discussing practical solutions

Learning Strategies:

- **Functional phrases:** Learn formal expressions like *Could you clarify...?*, *I would like to suggest...*, *Do you agree...?*
- **Active listening:** Focus on understanding instructions and key information.
- **Note-taking:** Jot down important points during discussions.

Methodologies:

- **Role-play discussions:** Simulate formal meetings or discussions on familiar topics.
- **Guided discussion:** Teacher models formal exchanges and clarifying questions.
- **Task-based discussion:** Solve problems or make decisions based on given scenarios.

Communicative Activities:

- **Meeting simulation:** Discuss practical issues (e.g., organizing a trip or event) in a structured format.
- **Factual exchange:** Share information and instructions with a partner or group.
- **Decision-making task:** Collaborate to find solutions and present them to the class.

4. Use a prepared questionnaire to carry out a structured interview, including some spontaneous follow-up questions

Learning Strategies:

- **Question formation:** Practice asking clear, concise questions.
- **Active listening:** Listen carefully to responses to ask appropriate follow-ups.
- **Note-taking:** Record answers accurately during the interview.

Methodologies:

- **Task-based interview practice:** Use prepared questionnaires to interview classmates.
- **Guided modelling:** Teacher demonstrates structured interviews with follow-up questions.
- **Peer review:** Evaluate the effectiveness of the interview in pairs or small groups.

Communicative Activities:

- **Class survey:** Conduct interviews on familiar topics and collect data.
- **Follow-up practice:** Ask spontaneous questions to clarify or extend answers.
- **Reporting back:** Summarize the findings orally to the class.

Mediation Objective

Summarize the main points from a short written or spoken text (e.g., a brochure, a short video, a conversation)

Learning Strategies:

- **Skimming and scanning:** Identify main ideas quickly without focusing on every detail.
- **Note-taking:** Jot down key points, names, dates, or facts.
- **Paraphrasing:** Restate information in simpler or own words.

Methodologies:

- **Task-based mediation:** Students read or listen to short texts and extract the key information.
- **Guided practice:** Teacher models summarizing texts both orally and in writing.
- **Peer collaboration:** Compare summaries in pairs or groups for accuracy and completeness.

Communicative Activities:

- **Oral summary:** Listen to a short audio/video or read a text, then summarize orally to a partner.
- **Written summary:** Write a short paragraph highlighting the main points.
- **Summary relay:** In small groups, each student summarizes a part of a text to collectively reconstruct the main ideas.
- **Peer feedback:** Evaluate how well a partner identifies the main points and clarify any missing information.

UNIT 5

Reading Objectives

1. Understand standard formal correspondence and online postings within their professional area of interest

Learning Strategies:

- **Skimming for purpose:** Identify the type of correspondence and its main objective.
- **Scanning for key details:** Focus on instructions, requests, confirmations, or deadlines.
- **Contextual guessing:** Infer meanings of unfamiliar terms from context.

Methodologies:

- **Task-based reading:** Provide authentic emails, messages, or postings for comprehension tasks.
- **Guided reading:** Teacher demonstrates identifying key points in professional correspondence.
- **Peer discussion:** Compare interpretations of important information.

Communicative Activities:

- **Information extraction:** Answer comprehension questions based on emails or postings.
 - **Role-play response:** Write or orally respond to a professional email.
 - **Discussion:** Discuss the purpose and tone of different professional messages.
-

2. Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles using common everyday language

Learning Strategies:

- **Skimming and scanning:** Identify main ideas, feelings, or events.
- **Note-taking:** Jot down significant points, events, and perspectives.
- **Inference:** Deduce feelings, attitudes, or opinions from descriptive language.

Methodologies:

- **Guided reading:** Teacher models identifying perspectives and descriptive language.
- **Task-based reading:** Use narratives, travel guides, and articles for comprehension.
- **Pair/group discussion:** Share impressions and feelings expressed in the text.

Communicative Activities:

- **Summary writing:** Summarize the narrative or article in writing or orally.
 - **Perspective discussion:** Discuss the writer's feelings, attitudes, or opinions.
 - **Emotion mapping:** Highlight words expressing emotions or opinions.
-

3. Follow the plot of stories, simple novels, and comics with a clear linear storyline and high-frequency everyday language, with occasional dictionary use

Learning Strategies:

- **Sequencing:** Pay attention to chronological order of events.
- **Visual cues:** Use images or illustrations in comics to aid comprehension.
- **Prediction:** Anticipate what will happen next based on context.

Methodologies:

- **Task-based reading:** Use short stories, simple novels, or comics for comprehension tasks.
- **Guided practice:** Teacher models predicting and following the plot.
- **Pair or group reading:** Discuss the story sequence and main events.

Communicative Activities:

- **Story sequencing:** Arrange events in order and retell the story.
 - **Plot summary:** Summarize the story orally or in writing.
 - **Partner discussion:** Discuss characters, events, or outcomes.
-

4. Understand important information in simple, clearly drafted adverts in newspapers or magazines, provided abbreviations are minimal**Learning Strategies:**

- **Scanning for details:** Focus on key facts such as price, dates, and location.
- **Highlighting:** Mark important information for reference.
- **Contextual interpretation:** Understand unfamiliar words through surrounding context.

Methodologies:

- **Task-based reading:** Use adverts from newspapers or online sources for exercises.
- **Guided reading:** Teacher models extracting key information from adverts.
- **Pair discussion:** Compare understanding of different adverts.

Communicative Activities:

- **Information extraction:** Complete a table with details from adverts.
- **Role-play:** Discuss or present an advert as if promoting it to others.
- **Comparison:** Compare two adverts and discuss advantages/disadvantages.

Listening Objectives**1. Distinguish between main ideas and supporting details in standard lectures on familiar subjects, if clearly articulated****Learning Strategies:**

- **Active listening:** Focus on the overall topic and key points rather than every word.
- **Note-taking:** Use symbols, headings, or bullet points to record main ideas and supporting details.
- **Summarizing:** Practice restating the main ideas in your own words.

Methodologies:

- **Task-based listening:** Listen to short lectures or recordings on familiar subjects.
- **Guided listening:** Teacher models identifying main ideas vs. supporting details.
- **Pair discussion:** Compare notes and discuss key points and details.

Communicative Activities:

- **Main idea extraction:** Fill in a table distinguishing main ideas and supporting details.
 - **Oral summary:** Summarize the lecture or recording to a partner.
 - **Question and answer:** Answer questions that require identifying main points or details.
-

2. Generally follow the main points of extended discussions around them, if delivered clearly

Learning Strategies:

- **Listening for gist:** Focus on the general meaning rather than every detail.
- **Tracking topics:** Note topic shifts and transitions in discussions.
- **Clarifying meaning:** Ask for repetition or explanation if possible.

Methodologies:

- **Task-based listening:** Use recordings of group discussions or classroom debates.
- **Guided listening:** Teacher models tracking main points in extended discussions.
- **Note-taking practice:** Teach shorthand or symbols for faster recording.

Communicative Activities:

- **Discussion summary:** Summarize the discussion orally or in writing.
 - **Partner retell:** Explain the discussion points to a classmate.
 - **Follow-up questions:** Ask questions based on the discussion to demonstrate comprehension.
-

3. Follow short talks on familiar topics in outline form when delivered clearly in standard language or a familiar variety

Learning Strategies:

- **Previewing:** Check the outline or headings before listening.
- **Listening for keywords:** Focus on main points outlined in headings or bullet points.
- **Connecting ideas:** Link points to the outline to maintain structure.

Methodologies:

- **Task-based listening:** Play short talks or presentations with clear outlines.
- **Guided listening:** Teacher demonstrates how to follow the talk using the outline.
- **Pair or group work:** Compare understanding of each point in the outline.

Communicative Activities:

- **Outline completion:** Fill in missing points in a pre-prepared outline while listening.
- **Oral retelling:** Retell the talk to a partner following the outline.

- **Discussion:** Discuss any points that were unclear or interesting.

Writing Objectives

1. Write a basic letter of application with limited but appropriate supporting details

Learning Strategies:

- **Understand structure:** Learn standard format (greeting, introduction, body, closing).
- **Focus on clarity:** Include only relevant details about skills, experience, or interest.
- **Use model phrases:** Practice expressions like *I am writing to apply for...*, *I have experience in...*, *I would be grateful for....*

Methodologies:

- **Task-based writing:** Write letters of application based on job or course prompts.
- **Guided writing:** Teacher demonstrates a model letter highlighting structure and language.
- **Peer review:** Exchange letters for feedback on clarity and appropriateness.

Communicative Activities:

- **Job application task:** Write a letter applying for a simple job or course.
- **Role-play:** Imagine applying for a position and read your letter aloud.
- **Class discussion:** Compare letters and highlight strong points and improvements.

2. Compose personal letters or emails describing experiences, feelings, and events in some detail

Learning Strategies:

- **Use descriptive language:** Include adjectives, adverbs, and expressions of feelings.
- **Organize content:** Follow chronological or thematic order.
- **Link ideas:** Use connectors like *then*, *after that*, *finally*, *however*, *because*.

Methodologies:

- **Task-based writing:** Write letters or emails to pen pals, friends, or classmates.
- **Model analysis:** Study sample letters to identify useful phrases and structure.
- **Guided discussion:** Teacher highlights expressions for feelings, experiences, and events.

Communicative Activities:

- **Pen pal letters:** Write a letter describing a recent trip or event.
- **Email sharing:** Compose an email recounting a personal experience with feelings.

- **Peer feedback:** Exchange letters/emails and comment on clarity, detail, and expression.
-

3. Reply to advertisements in writing and ask for further information about items or services of interest

Learning Strategies:

- **Identify key information:** Scan adverts for necessary details (price, dates, features).
- **Use polite inquiry language:** Practice expressions like *Could you please provide more information about...?, I would like to know....*
- **Focus on clarity:** Write concise and relevant questions.

Methodologies:

- **Task-based writing:** Reply to real or simulated adverts in writing.
- **Guided practice:** Teacher models a reply including questions and polite requests.
- **Peer review:** Check whether letters clearly request the required information.

Communicative Activities:

- **Ad reply task:** Write a reply requesting additional information from an advert.
- **Role-play:** Simulate contacting a service provider or seller for more details.
- **Class discussion:** Share letters and discuss effective phrasing and politeness.

Speaking Objectives

1. Enter unprepared into conversations on familiar topics

Learning Strategies:

- **Active listening:** Focus on key words, context, and tone.
- **Think ahead:** Prepare simple phrases for common topics (hobbies, daily routines, school, travel).
- **Paraphrasing:** Rephrase what others say to maintain the conversation.

Methodologies:

- **Task-based speaking:** Engage students in spontaneous dialogues on familiar topics.
- **Role-play:** Simulate real-life situations such as meeting new people or chatting with classmates.
- **Guided practice:** Teacher models strategies to respond naturally in conversation.

Communicative Activities:

- **Conversation prompts:** Students respond to open questions about familiar topics.

- **Partner interviews:** Take turns asking and answering questions without prior preparation.
 - **Mini dialogues:** Practice improvising short exchanges in small groups.
-

2. Express beliefs, opinions, agreement, and disagreement politely

Learning Strategies:

- **Opinion language:** Learn phrases such as *I think...*, *In my opinion...*, *I agree/disagree because...*.
- **Politeness strategies:** Use softeners like *Perhaps*, *I see your point, but...*, *That's interesting, however...*.
- **Supporting reasons:** Give brief explanations for opinions.

Methodologies:

- **Task-based speaking:** Practice expressing opinions in discussions or problem-solving activities.
- **Role-play debates:** Simulate friendly debates on familiar topics.
- **Guided discussion:** Teacher models polite agreement/disagreement strategies.

Communicative Activities:

- **Opinion sharing:** Discuss preferences, choices, or solutions in pairs or groups.
 - **Mini-debate:** Argue for or against a topic while staying polite.
 - **Reason-giving activity:** Explain reasons behind opinions to a partner.
-

3. Give and seek personal views and opinions on topics of interest

Learning Strategies:

- **Question formation:** Learn how to ask for opinions (*What do you think about...?*, *How do you feel about...?*).
- **Clarifying responses:** Practice phrases to show understanding or ask for more information (*Could you explain...?*, *Why do you think...?*).
- **Active listening:** Focus on understanding and responding to personal views.

Methodologies:

- **Task-based speaking:** Pair or group discussions on familiar topics (hobbies, travel, school, social issues).
- **Guided practice:** Teacher models asking and responding to opinions naturally.
- **Role-play:** Simulate informal interviews or conversation exchanges.

Communicative Activities:

- **Opinion exchange:** Ask and answer questions about personal preferences or experiences.
 - **Discussion circles:** Share personal views in small groups and respond to others.
 - **Follow-up questioning:** Practice asking spontaneous follow-up questions for clarification.
-

4. Give a short, prepared presentation on a familiar topic using simple language

Learning Strategies:

- **Organize ideas:** Plan introduction, main points, and conclusion.
- **Simple language and connectors:** Use linking words (*first, then, finally, because, so*).
- **Practice delivery:** Focus on pronunciation, intonation, and clarity.

Methodologies:

- **Task-based speaking:** Prepare and deliver short presentations individually or in pairs.
- **Guided modelling:** Teacher demonstrates a short presentation with simple language.
- **Peer feedback:** Classmates provide comments on clarity and organization.

Communicative Activities:

- **Short presentation:** Present a familiar topic (hobby, place, recent event) to the class.
- **Question and answer:** Respond to questions from classmates after the presentation.
- **Peer evaluation:** Give and receive feedback on structure, clarity, and language use.

Mediation Objectives

1. Summarize the main points from a short written or spoken text (e.g., a brochure, a short video, a conversation)

Learning Strategies:

- **Skimming and scanning:** Quickly identify the main ideas and essential details.
- **Note-taking:** Use bullet points or keywords to record key information.
- **Paraphrasing:** Restate information in simpler language or your own words.

Methodologies:

- **Task-based mediation:** Students read or listen to short texts and extract key points.
- **Guided practice:** Teacher models summarizing both orally and in writing.
- **Peer collaboration:** Compare and discuss summaries to ensure accuracy and completeness.

Communicative Activities:

- **Oral summary:** Summarize a short text or audio to a partner.
 - **Written summary:** Create a concise written summary of a text or conversation.
 - **Summary relay:** Each student summarizes part of a text to reconstruct the main ideas as a group.
-

2. Explain the steps of a simple process or task to another person (e.g., how to register for a class)

Learning Strategies:

- **Sequencing:** Use chronological order for clarity (first, next, then, finally).
- **Clarity and simplicity:** Use clear, simple language and short sentences.
- **Checking comprehension:** Ask the listener if instructions are clear or if they need repetition.

Methodologies:

- **Task-based mediation:** Students practice explaining procedures or giving instructions.
- **Guided modeling:** Teacher demonstrates explaining a process step by step.
- **Peer practice:** Students explain a process to classmates and receive feedback.

Communicative Activities:

- **Step-by-step explanation:** Explain a simple task (e.g., registering online, making a reservation) to a partner.
- **Instructional role-play:** Act as a guide or helper giving directions or instructions.
- **Follow-up comprehension check:** The listener repeats the steps to ensure understanding.

UNIT 6

Reading Objectives

1. Find and understand relevant information in everyday materials such as letters, brochures, and short official documents

Learning Strategies:

- **Scanning:** Look for specific information such as dates, names, prices, or locations.
- **Skimming for gist:** Quickly identify the purpose and main points of the text.
- **Contextual guessing:** Infer the meaning of unfamiliar words from surrounding text.

Methodologies:

- **Task-based reading:** Use authentic letters, brochures, and documents for exercises.
- **Guided reading:** Teacher demonstrates how to locate and extract key information.

- **Pair or group work:** Compare findings to ensure accuracy and completeness.

Communicative Activities:

- **Information extraction:** Complete tables or charts based on the text.
 - **Role-play follow-up:** Use the information obtained to perform a related task (e.g., booking, enquiring).
 - **Discussion:** Share and compare key points extracted from texts.
-

2. Recognize significant points in straightforward news articles on familiar subjects

Learning Strategies:

- **Identify main ideas:** Focus on the headline, first paragraph, and repeated themes.
- **Highlight keywords:** Mark names, events, dates, or statistics to support comprehension.
- **Inference:** Deduce meaning from context and word associations.

Methodologies:

- **Task-based reading:** Provide short news articles on familiar topics.
- **Guided reading:** Teacher models identifying main points and important details.
- **Pair or group work:** Discuss main points and summarize them orally or in writing.

Communicative Activities:

- **Headline prediction:** Guess content based on headlines, then read to confirm.
 - **News summary:** Summarize the article orally or in writing.
 - **Opinion sharing:** Discuss the news story and share personal reactions.
-

3. Understand important information in simple, clearly drafted adverts in newspapers or magazines, provided abbreviations are minimal

Learning Strategies:

- **Scan for key details:** Focus on essential facts like dates, prices, location, or contact info.
- **Highlight important information:** Use colour coding or underlining to emphasize details.
- **Contextual interpretation:** Infer meanings of unfamiliar terms using context clues.

Methodologies:

- **Task-based reading:** Use authentic adverts from newspapers, magazines, or online sources.

- **Guided practice:** Teacher demonstrates extracting relevant information.
- **Pair work:** Compare information extracted and discuss differences.

Communicative Activities:

- **Ad analysis:** Complete a table with details from several adverts.
- **Promotion role-play:** Present an advert to a partner or group as if promoting it.
- **Comparison discussion:** Compare different adverts and evaluate options or choices.

Listening Objectives

1. Follow short talks on familiar topics in outline form when delivered clearly in standard language or a familiar variety

Learning Strategies:

- **Previewing:** Look at the outline or headings before listening to anticipate content.
- **Listening for keywords:** Focus on main points highlighted in the outline.
- **Connecting ideas:** Link what is heard to the points in the outline.

Methodologies:

- **Task-based listening:** Play short talks or presentations with clear outlines.
- **Guided listening:** Teacher models how to track content against an outline.
- **Pair/group work:** Compare understanding of each point in the outline.

Communicative Activities:

- **Outline completion:** Fill in missing points in a pre-prepared outline while listening.
- **Oral retelling:** Retell the talk following the outline.
- **Discussion:** Discuss unclear or interesting points from the talk.

2. Generally follow the main points of extended discussions around them, if delivered clearly

Learning Strategies:

- **Listening for gist:** Focus on overall meaning rather than every word.
- **Tracking topics:** Note topic shifts and transitions during the discussion.
- **Clarifying meaning:** Ask for repetition or explanation when possible.

Methodologies:

- **Task-based listening:** Use recordings of extended discussions on familiar topics.
- **Guided listening:** Teacher demonstrates identifying main points in extended dialogues.
- **Note-taking practice:** Teach shorthand or symbols for faster recording of ideas.

Communicative Activities:

- **Discussion summary:** Summarize main points orally or in writing.
 - **Partner retell:** Explain the discussion points to a classmate.
 - **Follow-up questions:** Ask questions to check comprehension.
-

3. Understand main points of news bulletins and simpler recorded material on familiar subjects, delivered relatively slowly and clearly

Learning Strategies:

- **Skimming the topic:** Identify the subject of the bulletin before listening.
- **Listening for main points:** Focus on who, what, when, where, and why.
- **Note-taking:** Record key facts and important details.

Methodologies:

- **Task-based listening:** Play short news bulletins or simple recordings.
- **Guided listening:** Teacher models identifying main points and relevant details.
- **Pair/group discussion:** Compare notes and discuss understanding of the recording.

Communicative Activities:

- **Main point extraction:** Complete a summary table while listening.
- **Oral reporting:** Report the main points to a partner or group.
- **Class discussion:** Share reactions or opinions about the news content.

Writing Objectives

1. Write detailed accounts of personal experiences, expressing feelings and reactions in straightforward language

Learning Strategies:

- **Chronological organization:** Present experiences in order (*first, then, after that, finally*).
- **Express feelings clearly:** Use adjectives and simple phrases to describe emotions (*I felt excited, nervous, happy*).
- **Use linking words:** Connect sentences smoothly (*because, so, although, however*).

Methodologies:

- **Task-based writing:** Write diary entries, letters, or emails describing personal experiences.
- **Guided writing:** Teacher models a detailed personal account highlighting feelings and reactions.
- **Peer feedback:** Exchange writings for comments on clarity and expression.

Communicative Activities:

- **Diary or journal task:** Write about a recent trip or event.
 - **Email to a friend:** Describe an experience, expressing thoughts and feelings.
 - **Peer sharing:** Read accounts aloud and discuss feelings and experiences.
-

2. Give straightforward descriptions on a range of familiar subjects within their field of interest

Learning Strategies:

- **Focus on key points:** Identify important facts, features, or characteristics.
- **Use descriptive language:** Include adjectives and simple phrases to provide clear descriptions.
- **Plan content:** Organize ideas into logical sections (appearance, function, location, etc.).

Methodologies:

- **Task-based writing:** Describe places, objects, people, or events related to familiar topics.
- **Guided practice:** Teacher demonstrates how to describe items clearly and concisely.
- **Peer evaluation:** Classmates check if descriptions are understandable.

Communicative Activities:

- **Descriptive paragraph:** Write about a favourite place, person, or object.
 - **Oral description:** Present a description to a partner or group.
 - **Guessing game:** One student describes, others guess what is being described.
-

3. Express different opinions and provide detailed accounts of personal experiences and feelings in letters or online writing

Learning Strategies:

- **Opinion phrases:** Learn expressions such as *I think...*, *In my opinion...*, *I believe...*
- **Support opinions with reasons:** Give explanations or examples to justify views.
- **Linking experiences to feelings:** Use phrases like *I was surprised because...*, *It made me feel...*

Methodologies:

- **Task-based writing:** Write letters, emails, or posts sharing experiences and opinions.
- **Model analysis:** Study examples highlighting opinion expression and personal experience.

- **Peer discussion:** Compare writings and discuss how well opinions and experiences are expressed.

Communicative Activities:

- **Opinion letter/email:** Write to a friend or online forum sharing a personal experience and opinion.
- **Online post:** Create a short post about an event, including feelings and reactions.
- **Peer feedback:** Exchange writings to comment on clarity and detail of opinions and experiences.

Speaking Objectives

1. Give a short, prepared presentation on a familiar topic using simple language

Learning Strategies:

- **Plan structure:** Prepare introduction, main points, and conclusion.
- **Use simple language:** Focus on clarity rather than complex vocabulary.
- **Practice delivery:** Rehearse for fluency, pronunciation, and confidence.

Methodologies:

- **Task-based speaking:** Prepare and deliver short presentations individually or in pairs.
- **Guided modelling:** Teacher demonstrates a simple presentation with clear language.
- **Peer feedback:** Classmates give comments on clarity and organization.

Communicative Activities:

- **Short presentation:** Present a hobby, recent event, or favorite place.
- **Question & answer:** Respond to classmates' questions after the presentation.
- **Peer evaluation:** Give feedback on structure, clarity, and language.

2. Give simple reasons to support a viewpoint on a familiar issue (e.g., school, hobbies, travel)

Learning Strategies:

- **Opinion language:** Learn phrases like *I think... because..., In my opinion... since...*
- **Link ideas:** Use connectors like *because, so, therefore* to support reasoning.
- **Practice explaining:** Give brief explanations without overcomplicating.

Methodologies:

- **Task-based speaking:** Participate in short discussions or debates on familiar topics.
- **Guided practice:** Teacher models expressing opinions with reasons.

- **Pair/group work:** Students take turns giving opinions and reasons.

Communicative Activities:

- **Mini-debate:** Share viewpoints on familiar issues and explain reasons.
 - **Opinion discussion:** Give reasons for preferences or choices in small groups.
 - **Role-play:** Advise or persuade a friend with simple supporting reasons.
-

3. Indicate a health problem simply, possibly with gestures or body language

Learning Strategies:

- **Basic vocabulary:** Learn simple health-related words and expressions (*headache, stomach ache, sore throat*).
- **Non-verbal cues:** Use gestures, facial expressions, or pointing to indicate the problem.
- **Practice simple sentences:** *I have a headache, My stomach hurts.*

Methodologies:

- **Task-based speaking:** Role-play doctor-patient or pharmacist scenarios.
- **Guided modelling:** Teacher demonstrates indicating health problems using simple language and gestures.
- **Pair work:** Practice describing symptoms to a partner.

Communicative Activities:

- **Health role-play:** One student explains a symptom, the other asks questions or gives advice.
 - **Class survey:** Students report minor ailments and discuss remedies.
 - **Picture prompts:** Indicate health issues using images or props.
-

4. Offer advice on simple matters within their field of experience

Learning Strategies:

- **Advice language:** Learn phrases like *You should..., I suggest..., It's a good idea to...*
- **Clear explanations:** Provide simple, actionable steps.
- **Contextual relevance:** Give advice related to familiar situations.

Methodologies:

- **Task-based speaking:** Role-play problem-solving scenarios or giving advice.
- **Guided modelling:** Teacher demonstrates giving clear advice in familiar contexts.
- **Peer practice:** Exchange advice in pairs or small groups.

Communicative Activities:

- **Advice role-play:** Give a friend suggestions for everyday problems (e.g., studying, traveling, health).
- **Group discussion:** Share advice on improving routines or solving small challenges.
- **Follow-up questioning:** Ask questions to clarify or expand advice.

Mediation Objective

Use visual aids (e.g., charts or diagrams) to help others understand information

Learning Strategies:

- **Simplify information:** Identify key points that need to be communicated.
- **Choose appropriate visuals:** Use charts, diagrams, tables, or graphs to make information clearer.
- **Explain clearly:** Combine visuals with simple language and gestures to support understanding.

Methodologies:

- **Task-based mediation:** Students practice presenting information using visual aids.
- **Guided modelling:** Teacher demonstrates how to use charts or diagrams to explain information.
- **Peer practice:** Students take turns explaining visuals to a partner or small group.

Communicative Activities:

- **Chart presentation:** Present survey results, schedules, or plans using a simple chart or diagram.
- **Instructional role-play:** Use visuals to guide a partner through a process or explain steps.
- **Group explanation:** Collaboratively create a visual and explain it to the class.

SDG Objective

Understand a short talk on ways to stay mentally and physically healthy

Learning Strategies:

- **Pre-listening prediction:** Discuss possible ways to stay healthy before listening.
- **Listen for main ideas:** Focus on key points rather than every word.
- **Take brief notes:** Jot down main recommendations or strategies mentioned.

Methodologies:

- **Task-based listening:** Play a short talk or video about mental and physical health.
- **Guided practice:** Teacher models identifying main ideas and supporting details.

- **Discussion-based follow-up:** Talk about strategies mentioned and personal experiences.

Communicative Activities:

- **Note-taking task:** Listen and record the main points of the talk.
- **Partner discussion:** Share notes and compare understanding of the recommendations.
- **Action plan:** Students create a simple plan for staying healthy based on the talk.

UNIT 7

Reading Objectives

1. Recognize significant points in straightforward news articles on familiar subjects

Learning Strategies

- Skim for headlines, subheadings, and first sentences to get the gist.
- Highlight/underline key words (who, what, when, where, why, how).
- Use prediction: guess what the article is about before reading in detail.

Methodology

- **Task-based learning (TBL):** Students work on authentic or simplified news articles and extract key information.
- **Noticing approach:** Draw attention to discourse markers (“however,” “for example,” “in addition”) to show how key points are organized.

Communicative Activities

- **News Summary Relay:** Groups read different short articles and summarize the key points orally for their classmates.
- **Headline Match:** Provide headlines and cut-up news stories. Students match them by identifying the main idea.
- **Role-play press conference:** One group acts as journalists, asking questions based on the article. Another group answers as if they are the people in the news story.

2. Identify agreement, disagreement, or uncertainty expressed in texts

Learning Strategies

- Look for signal words:
 - Agreement: “absolutely,” “I think so too.”
 - Disagreement: “I don’t agree,” “On the other hand.”
 - Uncertainty: “maybe,” “I’m not sure,” “it seems.”

- Annotate texts with symbols: ✓ (agreement), ✗ (disagreement), ? (uncertainty).
- Compare tone: notice hedging language vs. direct statements.

Methodology

- **Discourse analysis:** Short extracts from forums, reviews, or dialogues where opinions are expressed.
- **Guided discovery:** Students highlight and classify expressions into categories.

Communicative Activities

- **Opinion Sorting:** Give students mixed opinion sentences; they categorize them as agreement, disagreement, or uncertainty.
- **Forum Simulation:** Students write short comments under a “news post” expressing agreement/disagreement, then react to classmates’ comments.
- **Line Debate:** Read a text with multiple viewpoints. Students take sides physically (agree/disagree/unsure) and justify their positions.

3. Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles

Learning Strategies

- Visualize: encourage mental imagery while reading.
- Use context clues to understand descriptive adjectives.
- Break down descriptions into categories: place, people, atmosphere, emotions.

Methodology

- **Descriptive jigsaw reading:** Each student reads part of a travel guide or narrative and shares their part to reconstruct the full picture.
- **Comparative reading:** Compare two texts (e.g., tourist brochure vs. personal travel blog) to see how descriptions vary.

Communicative Activities

- **Travel Guide Role-play:** Students read short travel descriptions, then act as “tour guides” describing the place to classmates.
- **Memory Drawing:** One student reads a descriptive text aloud, and the partner draws what they imagine. Compare results.
- **Narrative Reconstruction:** Give students mixed paragraphs from a narrative. They work together to arrange them logically by recognizing descriptive markers.

Listening Objectives

1. Understand main points and important details in stories and narratives (e.g., holiday descriptions), provided the delivery is slow and clear

Learning Strategies

- Listen for **time markers** (first, then, after that, finally).
- Note down **key words** rather than full sentences.
- Visualize the story sequence while listening.
- Predict endings based on context clues.

Methodology

- **Story-based listening tasks:** Students listen to short stories in stages (gist → detail → discussion).
- **Scaffolded listening:** Use pre-teaching of key vocabulary and a first “gist” listen, then detail questions.

Communicative Activities

- **Story Jigsaw Listening:** Students listen to different parts of a holiday story and retell it to each other.
 - **Draw the Story:** While listening, students sketch events, then compare drawings in pairs.
 - **Chain Storytelling:** Students retell the story in groups, each adding details from memory.
-

2. Understand the main points of straightforward monologues (e.g., guided tours), delivered clearly and relatively slowly

Learning Strategies

- Focus on **signposting language** (“On your left...”, “Next we’ll see...”).
- Listen for **numbers, locations, and key nouns** (e.g., dates, places, objects).
- Use **note-taking** with symbols or abbreviations.

Methodology

- **Authentic listening:** Use short extracts from real or simulated guided tours.
- **Task-based listening:** Students complete a map or checklist while listening.
- **Gradual complexity:** Start with highly scaffolded input, then reduce support.

Communicative Activities

- **Guided Tour Role-play:** One student plays a tour guide (using a map or photo), others follow and take notes.
- **Information Gap Tour:** Students receive partial tour scripts. They listen, then ask each other questions to complete the missing parts.

- **Audio Treasure Hunt:** Students listen to a description of a place and “find” locations on a map.

3. Understand simple technical information such as operating instructions for everyday equipment

Learning Strategies

- Pay attention to **imperatives** (press, turn, insert).
- Look for **sequencing words** (first, next, then, finally).
- Match **visuals to language** (diagrams, icons).
- Re-listen with the goal of identifying each step in order.

Methodology

- **Task-based approach:** Pair listening with doing (listen + operate a device, even simulated).
- **Multimodal input:** Combine audio with images or real-life objects.
- **Discovery learning:** Students compare written and spoken instructions to notice patterns.

Communicative Activities

- **DIY Instruction Challenge:** Students listen to a set of instructions and try to follow them (e.g., assembling something simple, origami, drawing).
- **Explain & Do:** One student listens to instructions and then explains them to a partner who carries them out.
- **Broken Instructions Game:** Students receive incomplete instructions and must ask questions or re-listen to complete them.

Writing Objectives

1. Write very brief reports in a standard, conventional format, conveying routine factual information and basic reasons for actions

Learning Strategies

- Use a **report frame**: Title → Introduction → Main Points → Conclusion/Recommendation.
- Keep sentences **short and factual** (avoid long, complex clauses).
- Use linking words: *first, next, because, as a result, therefore*.
- Review/check for standard features: headings, bullet points, dates, clear structure.

Methodology

- **Genre-based writing approach:** Analyse a sample report (layout, tone, phrases), then guide students to produce their own.
- **Scaffolding:** Provide sentence starters and model language (“The purpose of this report is...”, “It was decided because...”).
- **Controlled → freer writing:** Start with filling in missing parts of a model report, then move to independent short reports.

Communicative Activities

- **Classroom Survey Report:** Students survey classmates (e.g., favourite free-time activity, preferred school subject) and write a short report of findings.
- **Problem-Solution Report:** Present a school problem (e.g., noisy cafeteria). Students write a short report suggesting reasons and solutions.
- **Report Jigsaw:** Groups write short reports on different small topics (e.g., transport, sports, facilities), then combine into a “school improvement report.”

2. Present a topic using a short report or poster format, supported by visuals such as photographs and short text blocks

Learning Strategies

- Organize ideas into **headings/subheadings** with short text.
- Select visuals that clearly match and support the text.
- Use bullet points rather than full sentences.
- Practice **summarizing** long texts into key points.

Methodology

- **Project-based learning:** Students create a mini-poster or slideshow report on a familiar topic.
- **Multimodal approach:** Combine reading texts with visual analysis (How do magazines or travel guides use pictures + captions?).
- **Collaborative writing:** Groups co-construct posters and assign roles (writer, designer, presenter).

Communicative Activities

- **Mini Poster Fair:** Students create posters on topics like “My hometown,” “A holiday place,” or “Healthy lifestyle tips,” then present them in a gallery walk.
- **Photo Report:** Students bring (or are given) 2–3 images and write captions + short blocks of text, turning them into a mini visual report.
- **Travel Brochure Project:** Students design a brochure page for a destination using short reports, bullet points, and visuals.

Speaking Objectives

1. Find out and pass on straightforward factual information

Learning Strategies

- Use **question words** (Who? What? Where? When? How much?).
- Take quick notes while listening/reading.
- Paraphrase information simply rather than repeating word-for-word.

Methodology

- **Information-gap tasks:** Students ask and answer questions to complete missing info.
- **Pair/group interviews:** Structured Q&A to practice fact-finding.

Communicative Activities

- **Class Survey:** Students ask classmates questions (e.g., favourite apps, weekend activities) and report findings.
 - **Information Exchange:** Pairs receive different timetables/maps/brochures and must share info to complete the whole picture.
 - **Fact Relay:** One student reads factual info, whispers it to a partner, who passes it on until the last person reconstructs the information.
-

2. Enter unprepared into conversations on familiar topics

Learning Strategies

- Keep a bank of **common fillers**: “Well, let me think...,” “That’s a good question...,” “I’m not sure, but...”
- Use **turn-taking strategies**: asking back (“What about you?”).
- Focus on **communication, not perfection**: prioritize getting the message across.

Methodology

- **Role-play familiar situations** (shopping, travel, free time).
- **Fluency-focused tasks**: no preparation, just spontaneous talk.

Communicative Activities

- **Speed Chatting:** Students rotate and talk 2 minutes about random familiar topics (hobbies, food, school).
 - **“Hot Seat” Q&A:** One student answers quick-fire questions without preparation.
 - **Conversation Dice:** Roll a dice to get a topic (e.g., 1 = family, 2 = food, 3 = travel).
-

3. Relate the main points of a book or film they have seen/read & describe reaction

Learning Strategies

- Use a **simple story frame**: Beginning → Problem → Key Events → Ending → Reaction.
- Prepare a few **useful phrases**: “The main character is...,” “The best part was...,” “I didn’t like...”
- Focus on **summary, not details**.

Methodology

- **Guided retelling**: Students fill in a chart about a story (characters, place, events, opinion).
- **Story cubes/prompt cards** to structure retelling.

Communicative Activities

- **Film/Book Club**: Each student summarizes a book/film and gives their reaction, then classmates ask questions.
- **Ranking Task**: Students present films/books and rank them (funniest, most exciting, most boring).
- **Story Swap**: Students tell a short story summary, partner guesses the title.

4. Give a short, prepared presentation on a familiar topic using simple language

Learning Strategies

- Use **visual aids** (pictures, mind maps, slides) to support memory.
- Practice **signposting language**: “First...,” “Next...,” “Finally...”
- Rehearse with a partner before presenting.

Methodology

- **Project-based tasks**: Students research a simple topic (hometown, favourite sport, hobby).
- **Model presentations**: Analyze a sample presentation for structure and language.

Communicative Activities

- **Mini Presentation Fair**: Each student presents 2 minutes on a topic, classmates circulate and ask questions.
- **Poster Presentation**: Students create a poster and present it in small groups.
- **PechaKucha Lite**: Students present 3–4 pictures with short explanations (no notes allowed).

5. Maintain a conversation or discussion, even if struggling sometimes

Learning Strategies

- Learn **repair strategies**: “Sorry, I mean...,” “How do you say...?”
- Use **clarification questions**: “Do you mean...?”, “Can you explain?”
- Focus on **keeping the conversation going** with questions and reactions.

Methodology

- **Collaborative tasks**: Students solve a problem or plan something together.
- **Discussion scaffolds**: Give opinion phrases (“I think...,” “In my opinion...,” “I’m not sure but...”) to support interaction.

Communicative Activities

- **Agree/Disagree Line Debate**: Students move to sides of the room depending on their opinion, then discuss.
- **Planning Task**: In groups, plan a class trip or event, negotiating choices.
- **Opinion Dominoes**: Each domino has an opinion phrase; students play and build a discussion.

Mediation Objective

1. Clarify the meaning of unfamiliar words or phrases using simpler terms or examples

Learning Strategies

- Practice **paraphrasing**: restate the idea with easier words.
- Use **examples or comparisons**: “It’s like...,” “For example...”
- Replace unknown words with **synonyms** or **gestures**.
- Check understanding by asking: “Do you understand?” or “Does that make sense?”

Methodology

- **Lexical awareness tasks**: Teach students how to explain vocabulary without translating.
- **Peer teaching**: Students explain words to classmates in their own words.
- **Functional language focus**: Provide useful stems (“It means...,” “It’s a kind of...,” “You use it when...”)

Communicative Activities

- **Taboo Game (Simplified)**: Students describe a word without using the word itself.
- **Word Explanation Relay**: In pairs, one student has a card with a word, explains it simply, the partner guesses.

- **Class Dictionary:** Students collaboratively build a “student-friendly dictionary” with simple explanations and examples.
-

2. Collaborate on a shared task (formulating/responding to suggestions, checking agreement, proposing alternatives)

Learning Strategies

- Use **functional expressions**:
 - Making suggestions: “How about...?” “We could...”
 - Checking agreement: “Do you agree?” “What do you think?”
 - Proposing alternatives: “Maybe instead we can...”
- Practice **active listening**: nodding, using “I see,” “That’s interesting.”
- Take short notes of group ideas to stay focused.

Methodology

- **Task-based learning:** Use real-life problem-solving tasks that require teamwork.
- **Scaffolded practice:** Start with sentence frames for suggestions and agreements, then move to freer use.
- **Cooperative learning structures** (think-pair-share, jigsaw tasks).

Communicative Activities

- **Class Trip Planner:** Groups plan a school trip, making and responding to suggestions, negotiating a decision.
 - **Survival Scenario:** Groups decide what 5 items to take to a desert island – must propose and agree/disagree.
 - **Project Work:** Students collaborate on a short poster/project, each making suggestions and deciding together.
-

3. Interpret and describe overall trends in simple diagrams (graphs, bar charts)

Learning Strategies

- Look at **titles, labels, and numbers** first.
- Identify the **overall trend** (increase, decrease, stable, fluctuating).
- Use simple language to describe: “It goes up...,” “It goes down...,” “It stays the same.”
- Focus on **big picture, not details**.

Methodology

- **Guided discovery:** Show a simple graph, highlight useful vocabulary (rise, fall, more than, less than).
- **Scaffolded practice:** Start with describing pictures, then move to numbers and trends.
- **Integrating visuals:** Combine short texts with graphs (e.g., survey results).

Communicative Activities

- **Survey & Graph:** Students collect class data (favourite sport/food), make a bar chart, then describe it to peers.
- **Graph Race:** Groups get different graphs and must summarize the main trend in 1–2 sentences.
- **Info Gap Charts:** One student sees the graph, describes it, partner sketches or selects the correct chart.

UNIT 8

Reading Objectives

 **1. Find and understand relevant information in everyday materials (letters, brochures, short official documents)**

Learning Strategies

- **Scanning:** Look quickly for dates, names, numbers, key facts.
- **Use headings and formatting:** Identify where to find information in brochures/forms.
- **Highlight keywords:** Circle important nouns, verbs, or reference points.
- **Infer from context:** Guess unknown words using surrounding text.

Methodology

- **Task-based reading:** Students read authentic-style materials to solve real-life tasks (e.g., finding a train time, filling a form).
- **Noticing approach:** Show students how layout (headings, bullet points, bold text) helps navigation.
- **Guided practice → independent:** Start with directed questions, then move to open-ended “find the info” tasks.

Communicative Activities

- **Brochure Scavenger Hunt:** Give brochures or sample texts (hotel leaflet, course guide). Students answer factual questions (“How much does it cost?” “When does it start?”).
- **Info Gap Letters:** Students get two different versions of a letter or notice and must share information to complete the full picture.
- **Role-Play with Documents:** One student asks for information (train, appointment, course), the other uses the document to respond.

2. Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles

Learning Strategies

- **Visualization:** Picture the scene/place while reading.
- **Identify descriptive language:** Look for adjectives, sensory words, and opinion markers.
- **Organize by category:** Place → Event → Feelings → Perspective.
- **Context clues:** Use the surrounding text to interpret descriptive words.

Methodology

- **Jigsaw reading:** Split longer descriptive texts into sections (e.g., setting, activities, personal reaction). Students share to build a full picture.
- **Comparative reading:** Compare two descriptions of the same place (objective vs. personal) to highlight style.
- **Text + visuals:** Pair short descriptive texts with photos or drawings to reinforce comprehension.

Communicative Activities

- **Travel Guide Task:** Students read a short travel article, then act as “tour guides,” retelling the place description to peers.
- **Guess the Place:** Students read a description without the name of the place, then guess where it might be.
- **Memory Drawing:** After reading a description, students draw the place/event and compare with classmates.
- **Magazine Collage:** Students read mini-articles about places/events, then create a poster combining summaries and images.

Listening Objectives

1. Generally follow the main points of extended discussions around them, if delivered clearly

Learning Strategies

- Listen for **topic shifts** (phrases like “*another point is...*”, “*on the other hand...*”).
- Focus on **key words** (names, numbers, repeated terms) instead of every detail.
- Take quick notes (keywords, arrows, symbols).
- Watch for **intonation** or stress that signals important ideas.

Methodology

- **Guided listening:** Give students discussion transcripts/audio with pre-listening prediction.

- **Gradual scaffolding:** Start with short exchanges, then extend to longer group discussions.
- **Awareness raising:** Highlight discourse markers (e.g., “*I agree,*” “*That’s true, but...*”) to help identify speaker stance.

Communicative Activities

- **Fishbowl Discussion:** Half the class discusses a topic, the other half listens and notes down main points, then swap.
 - **Main Idea Bingo:** Students listen to a discussion and tick main topics from a bingo card.
 - **Discussion Summarizers:** After listening to classmates’ discussion, pairs retell the main points to another group.
-

2. Understand main points of news bulletins and simpler recorded material on familiar subjects, delivered relatively slowly and clearly

Learning Strategies

- Listen for the 5 **Ws** (Who, What, When, Where, Why).
- Focus on **headlines and opening sentences:** they usually give the main point.
- Predict content from **images, headlines, or key words** before listening.
- Use **gist** → **detail strategy:** first listen for the main story, then relisten for supporting details.

Methodology

- **Authentic or adapted input:** Use short news clips, school radio, or simplified podcasts.
- **Task-based listening:** Give clear purposes (tick correct headline, complete a fact sheet).
- **Noticing:** Show how news reports use formulaic language (e.g., “*according to...*”, “*reports say...*”).

Communicative Activities

- **Headline Match:** Students match news headlines with the correct bulletin after listening.
- **News Summary Relay:** In groups, each student listens to a different short news item, then retells it to peers.
- **Classroom Radio:** Students prepare and record short “news bulletins” on class or local topics, then listen and summarize.
- **True/False Statements:** Before listening, give students possible statements. They check them while listening to a bulletin.

Writing Objectives

Objective: Write short, simple essays on familiar topics

Learning Strategies

- **Plan before writing:** Brainstorm ideas in bullet points or a mind map.
 - **Use a basic essay structure:**
 - Introduction (topic sentence)
 - 1–2 body paragraphs (main ideas + simple examples)
 - Conclusion (summary opinion).
 - **Link ideas with connectors:** *first, also, because, for example, in conclusion.*
 - **Check work:** Re-read for spelling, subject-verb agreement, and punctuation.
 - **Recycle vocabulary:** Use words they already know instead of struggling for complex synonyms.
-

Methodology

- **Genre-based approach:** Show model essays, analyse structure, and highlight useful linking words.
 - **Process writing:** Guide students through stages — planning, drafting, peer-checking, redrafting.
 - **Scaffolding:** Start with paragraph writing, then expand to short essays.
 - **Controlled to freer practice:** Sentence frames → guided essay → independent essay.
-

Communicative Activities

- **Essay Puzzle:** Give students a cut-up essay (intro, body, conclusion). They reorder it, then use it as a model.
 - **Paragraph Relay:** In groups, students write an essay paragraph by paragraph, passing it around and adding ideas.
 - **Opinion Sharing:** Students discuss a familiar topic (e.g., “Is it better to live in a city or in the countryside?”) before writing an essay.
 - **Peer Feedback Exchange:** After writing, students swap essays and check for introduction, connectors, and conclusion.
 - **Essay Outline Race:** Give a topic (e.g., “My favourite holiday”) → groups create a quick essay plan (intro + 2 body ideas + conclusion).
-

Sample Familiar Essay Topics at B1

- My favorite place to spend free time

- Advantages and disadvantages of social media
- A person I admire
- Why learning English is important
- Living in a city vs. living in the countryside
- The best holiday I have ever had

Speaking Objectives

1. Give and seek personal views and opinions on topics of interest

Learning Strategies

- Use **opinion starters**: *I think..., In my opinion..., Personally, I believe...*
- Ask for others' views: *What do you think?, Do you agree?*
- Practice **active listening**: nodding, eye contact, short responses (*Really? That's interesting!*)

Methodology

- **Role-play conversations** where students share personal opinions.
- **Dialogic approach**: model short conversations and practice in pairs.

Communicative Activities

- **Opinion Circles**: Students walk around and ask classmates for opinions on a familiar topic (e.g., "What's the best holiday destination?").
- **Find Someone Who... (Opinion Edition)**: Students find classmates who agree/disagree with certain statements.
- **Ball Toss Q&A**: Toss a ball around; whoever catches it must share an opinion on the teacher's prompt.

2. Give a short, prepared presentation on a familiar topic using simple language

Learning Strategies

- Plan with a **clear structure**: Introduction → 2–3 points → Conclusion.
- Use **visuals** (pictures, posters, slides) to support speech.
- Rehearse with a partner before presenting.

Methodology

- **Project-based learning**: students research a simple topic (hobby, hometown, school).
- **Model + scaffold**: Show an example presentation, then provide a planning template.

Communicative Activities

- **Mini Presentation Fair:** Students prepare 2–3 minutes on a topic and present in small groups.
 - **Poster Presentation:** Students make a poster (e.g., “My dream holiday”) and present it.
 - **PechaKucha Lite:** 3–4 images, each explained in 20–30 seconds, no notes allowed.
-

3. Express beliefs, opinions, agreement, and disagreement politely

Learning Strategies

- Learn **polite opinion phrases**:
 - Agreeing: *I totally agree with you.*
 - Disagreeing politely: *I see your point, but I’m not sure I agree.*
 - Neutral: *That’s possible, but maybe...*
- Use **softeners**: *maybe, perhaps, I think* to avoid sounding rude.

Methodology

- **Language focus:** Highlight difference between direct (*You’re wrong*) vs. polite (*I don’t really agree*).
- **Role-play practice:** Situations requiring polite agreement/disagreement (e.g., choosing a class activity).

Communicative Activities

- **Agree/Disagree Line:** Teacher reads statements, students move to “agree” or “disagree” sides, then explain politely.
 - **Opinion Dominoes:** Each card has a statement; students respond with agreement/disagreement phrases.
 - **Class Debate (Soft Version):** Groups argue for or against a familiar issue (e.g., “Homework should be banned”), focusing on polite language.
-

4. Give simple reasons to support a viewpoint on a familiar issue

Learning Strategies

- Use **because, so, that’s why** to link opinions and reasons.
- Prepare 2–3 simple reasons before speaking.
- Practice giving examples: *For example..., Like when...*

Methodology

- **Scaffolded speaking tasks:** Start with sentence frames (*I think... because...*).

- **Brainstorming support:** Before discussions, groups list possible reasons together.

Communicative Activities

- **Reason Race:** Students are given a statement (“School uniforms are good”), and must quickly come up with 3 supporting reasons.
- **Think-Pair-Share:** Students prepare one opinion and one reason, share with a partner, then with the class.
- **Opinion Ladder:** Students place themselves on a scale (strongly agree → strongly disagree) and justify their position with reasons.

Mediation Objective

 **Objective:** Clarify the meaning of unfamiliar words or phrases using simpler terms or examples

Learning Strategies

- **Paraphrasing:** Restate the word or phrase in simpler language.
 - Example: “*It’s a place where you can borrow books*” instead of “*library.*”
 - **Using examples:** Give a concrete instance to explain meaning.
 - Example: “*A smartphone is like a small computer you can carry with you.*”
 - **Synonyms:** Replace the word with a simpler or more common word.
 - Example: “*happy*” instead of “*elated.*”
 - **Check understanding:** Ask confirmation questions: “*Does that make sense?*”, “*Do you understand?*”
-

Methodology

- **Guided practice:** Teacher models paraphrasing or giving examples, then students try with new words.
 - **Functional language focus:** Teach useful sentence stems:
 - *It means...*
 - *You can say it like...*
 - *For example...*
 - *It’s similar to...*
 - **Peer scaffolding:** Students explain words to each other in pairs or small groups.
-

Communicative Activities

1. **Taboo (Simplified Version):**

- Students describe a target word without saying it, using simpler terms or examples. Classmates guess the word.
- 2. **Word Explanation Relay:**
 - In pairs, Student A explains a word from a list in simpler terms, Student B guesses, then swap roles.
- 3. **Student Dictionary:**
 - Each student writes a word from a text and explains it in simple terms with an example. Collect these into a “class dictionary.”
- 4. **Guess the Word from the Example:**
 - Teacher or student gives an example or scenario, and others guess the word being described.
 - Example: “*You use it to call or text someone*” → “*phone.*”
- 5. **Picture Clues:**
 - Show an image and a difficult word. Students explain the word using the picture and simpler language.

UNIT 9

Reading Objectives

 1. Deduce probable meanings of unknown words or signs by identifying roots, prefixes, and suffixes

Learning Strategies

- Break words into **roots and affixes**: “*unhappy*” → *un-* (not) + *happy*.
- Look for **cognates** or familiar word parts.
- Predict meaning based on **context** and word formation.
- Keep a **word bank** of common prefixes/suffixes (re-, pre-, -able, -tion).

Methodology

- **Guided discovery:** Present new words in context and highlight roots/affixes.
- **Morphology focus:** Teach common word-building patterns systematically.
- **Incremental practice:** Start with high-frequency words, then less common words.

Communicative Activities

- **Word Detective:** Students identify roots and affixes in a text and guess meanings.
- **Prefix/Suffix Bingo:** Students match meanings with word forms.
- **Guess the Word Game:** Teacher gives a root + prefix/suffix, students predict meaning and create a sentence.

 2. Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles

Learning Strategies

- **Visualize:** Imagine the place or event while reading.
- Identify **adjectives, adverbs, and opinion markers**.
- Break the text into categories: place → events → feelings → perspective.
- Use **context clues** to guess unknown words.

Methodology

- **Jigsaw reading:** Divide text into sections; each student summarizes their section for peers.
- **Comparative reading:** Compare personal vs. objective descriptions.
- **Text + visual approach:** Pair reading with pictures or maps.

Communicative Activities

- **Tour Guide Task:** Students read a travel guide and describe the place to peers.
- **Guess the Place:** Description is read aloud without naming the place; others guess.
- **Memory Drawing:** Students draw the scene described in a narrative and share.

3. Understand standard formal correspondence and online postings within their professional area

Learning Strategies

- Identify **formal conventions:** greetings, closings, and polite phrases.
- Scan for **key information:** purpose, deadlines, actions required.
- Note **specialized vocabulary** in the professional area.

Methodology

- **Text-based tasks:** Use authentic or simplified emails, memos, or forum posts.
- **Focused reading:** Highlight purpose, action, and recipient in the text.
- **Template practice:** Teach fixed expressions for professional communication.

Communicative Activities

- **Email Analysis:** Students highlight key points and rewrite in their own words.
- **Role-Play Correspondence:** Students exchange emails/messages and respond appropriately.
- **Professional Forum Task:** Students read a short forum post and summarize action points.

4. Recognize significant points in straightforward news articles on familiar subjects

Learning Strategies

- Skim headlines, subheadings, and first sentences for main ideas.
- Look for **discourse markers**: *however, for example, in addition*.
- Highlight key facts: dates, people, places, outcomes.
- Predict content from **title or visuals**.

Methodology

- **Task-based reading**: Give news articles with comprehension tasks (e.g., true/false, matching headlines).
- **Noticing approach**: Focus on main vs. supporting ideas.
- **Gradual difficulty**: Start with short, simple news items, then longer texts.

Communicative Activities

- **News Summary Relay**: Students read different news articles and orally summarize for peers.
- **Headline Match**: Match headlines with articles after scanning main points.
- **Classroom Debate**: Read a news item and discuss opinions/implications.

Listening Objectives

1. Understand the main points of straightforward monologues (e.g., guided tours)

Learning Strategies

- Focus on **key nouns and numbers** (places, dates, times).
- Identify **signposting language**: “*On your left...*,” “*Next we will see...*,” “*Finally...*”.
- Take **quick notes** of important points.
- Predict content from **titles or visuals** before listening.

Methodology

- **Authentic listening**: Use short, clear extracts from tours, museums, or virtual guides.
- **Task-based approach**: Students complete a map, timeline, or checklist while listening.
- **Gradual scaffolding**: Listen first for gist, then details.

Communicative Activities

- **Guided Tour Role-play**: One student plays the guide, others follow and take notes.
- **Map/Plan Completion**: Students listen to instructions and mark locations on a map.
- **Information Gap**: Students have partial tour descriptions and ask questions to complete the information.

2. Understand main points and important details in stories and narratives (e.g., holiday descriptions)

Learning Strategies

- **Listen for time markers:** *first, then, after that, finally.*
- Visualize the sequence of events while listening.
- Take **short notes of key events or places.**
- Use context to infer **feelings or attitudes.**

Methodology

- **Story-based listening tasks:** Listen in stages: gist → details → discussion.
- **Pre-teaching vocabulary:** Teach keywords before listening.
- **Pair/Group retelling:** Encourage students to reconstruct the story orally.

Communicative Activities

- **Story Jigsaw:** Each student listens to a different part and shares with the group.
 - **Draw the Story:** Students sketch events while listening, then compare drawings.
 - **Chain Storytelling:** Students retell a story sequentially in small groups.
-

3. Follow detailed directions

Learning Strategies

- Focus on **imperatives:** *turn, go straight, take, insert.*
- Listen for **sequencing words:** *first, next, then, finally.*
- Visualize the route or action mentally or on paper.

Methodology

- **Task-based learning:** Follow instructions to complete a task (real or simulated).
- **Stepwise listening:** Break instructions into short chunks.
- **Multimodal input:** Combine verbal directions with maps or diagrams.

Communicative Activities

- **Treasure Hunt:** Students follow spoken directions to find objects in the classroom.
 - **Partner Instructions:** Student A describes a route or process, Student B follows.
 - **Board Game Directions:** Students move pieces on a board following oral instructions.
-

4. Make complaints and cope with less routine situations in shops, post offices, or banks

Learning Strategies

- Learn **polite complaint and request phrases**:
 - *I'm afraid there's a problem with...*
 - *Could you please...?*
 - *I'd like a refund / exchange.*
- Use **role-play scripts** to practice common situations.
- Practice **clarifying information**: *Could you explain that again?*

Methodology

- **Role-play real-life situations**: Shops, banks, post offices.
- **Scaffold language**: Provide useful sentence frames for complaints, asking, and responding.
- **Incremental difficulty**: Start with routine issues, then move to less predictable ones.

Communicative Activities

- **Shop/Bank Role-play**: Students practice returning an item, requesting a service, or solving a minor problem.
- **Complaint Dialogue Cards**: Pairs pick a scenario card and act it out.
- **Problem-Solving Task**: Groups discuss and role-play solutions to common everyday problems.

Writing Objectives

1. Give straightforward descriptions on a range of familiar subjects within their field of interest

Learning Strategies

- **Prepare key vocabulary** related to the topic.
- Use **simple descriptive language**: adjectives, adverbs, comparison phrases.
- Organize ideas clearly: *appearance* → *function* → *opinion / experience*.
- Practice **linking sentences** with connectors: *also, for example, in addition*.

Methodology

- **Topic-based approach**: Focus on students' field of interest (hobbies, school, work).
- **Model description**: Show an example description; highlight structure and useful phrases.
- **Scaffolded speaking**: Start with sentence frames → guided description → free description.

Communicative Activities

- **Show and Tell:** Students bring an object or image and describe it to peers.
 - **Interest Interview:** Students ask and answer questions about each other's hobbies or work topics.
 - **Mini Presentation:** Each student describes a familiar topic in 1–2 minutes.
-

2. Produce a short, structured text on a topic of personal interest, listing advantages and disadvantages and expressing and justifying opinions

Learning Strategies

- Plan text structure:
 1. Introduction
 2. Advantages
 3. Disadvantages
 4. Personal opinion and justification
- Use **linking words**: *Firstly, Secondly, However, On the other hand, Therefore.*
- Keep sentences **short and clear**; one idea per sentence.
- Provide **simple reasons** and examples to justify opinions.

Methodology

- **Process writing:** Plan → Draft → Peer Review → Final Version.
- **Scaffold writing:** Start with a table listing advantages/disadvantages.
- **Model texts:** Analyse sample texts showing opinion and justification.

Communicative Activities

- **Opinion Table:** Students fill in a table with pros, cons, and personal opinion on a topic.
- **Group Discussion → Text:** Students discuss a topic in groups, then individually write a short structured text based on discussion.
- **Essay Swap:** Students write a short text and swap with a peer for feedback on structure, clarity, and reasons.
- **Mini Debate:** Students present pros and cons orally before writing, reinforcing justification language.

Speaking Objectives

1. Express opinions on familiar topics from everyday life using simple phrases and expressions

Learning Strategies

- Learn **common opinion phrases**: *I think..., In my opinion..., I feel that...*
- Prepare **short supporting reasons or examples** for opinions.
- Practice **paraphrasing** to clarify ideas simply.

Methodology

- **Topic-based discussions**: Choose familiar topics (food, hobbies, school).
- **Model conversations**: Show simple dialogues expressing opinions.
- **Guided practice → free practice**: Start with structured phrases, then allow freer conversation.

Communicative Activities

- **Opinion Circles**: Students share opinions on prompts like “What is the best free-time activity?”
- **Class Survey**: Students ask classmates about their preferences and report findings.
- **Ball Toss Opinion**: Toss a ball; whoever catches it gives their opinion on a chosen topic.

2. Express beliefs, opinions, agreement, and disagreement politely

Learning Strategies

- Use **polite expressions**:
 - Agree: *I completely agree with you.*
 - Disagree: *I see your point, but...*
 - Neutral/soft: *Perhaps, maybe, I'm not sure, but...*
- Practice **intonation and body language** to convey politeness.

Methodology

- **Role-play exercises**: Simulate polite disagreement in familiar situations.
- **Functional language teaching**: Focus on phrases for agreeing, disagreeing, and softening opinions.

Communicative Activities

- **Agree/Disagree Line**: Students move to one side of the room depending on their opinion and explain politely.
- **Opinion Dominoes**: Match statements with appropriate polite responses.
- **Mini Debates**: Groups argue for or against a familiar issue, practicing polite disagreement.

3. Give simple reasons to support a viewpoint on a familiar issue

Learning Strategies

- Use **because, so, that's why, for example** to connect opinion and reason.
- Prepare **2–3 simple reasons** before speaking.
- Practice giving **examples from personal experience**.

Methodology

- **Sentence frame practice:** *I think... because...*
- **Brainstorming support:** Students list reasons before discussions or writing.

Communicative Activities

- **Reason Race:** Quickly give 3 reasons to support a statement (e.g., “School uniforms are good”).
- **Think-Pair-Share:** Share opinion and reason with a partner, then with the class.
- **Opinion Ladder:** Students rank agreement/disagreement and justify their position.

4. Briefly give simple reasons and explanations for opinions, plans, and actions

Learning Strategies

- Learn linking phrases: *because, so, therefore, that's why*.
- Practice **short, clear sentences** rather than complex constructions.
- Encourage **using examples or personal experiences** for explanation.

Methodology

- **Scenario-based discussions:** Students explain plans or decisions in familiar contexts.
- **Guided practice:** Teacher models explanation patterns; students repeat and expand.

Communicative Activities

- **Plan Explanation:** Students describe weekend plans and explain why.
- **Why Game:** One student gives a plan/action, others ask “Why?” to elicit reasons.
- **Small Group Problem-Solving:** Decide on a class activity and explain choices.

5. Take part in routine formal discussions on familiar subjects

Learning Strategies

- Prepare **vocabulary and phrases** for formal exchanges: *Could you clarify...?, I suggest..., What do you think about...?*
- Practice **listening carefully** to instructions and facts.

- Ask **follow-up questions** to maintain interaction.

Methodology

- **Role-play formal meetings or discussions** (school committees, group projects).
- **Scaffold functional language:** Provide sentence starters and response prompts.
- **Task-based learning:** Focus on exchanging factual info and problem-solving.

Communicative Activities

- **Formal Meeting Role-Play:** Students discuss school or class topics, taking turns giving opinions and suggestions.
 - **Decision-Making Task:** Small groups propose solutions to a problem (e.g., class trip planning).
 - **Instruction Follow-Up:** One student gives instructions, others ask clarification questions.
-

6. Ask for explanations or clarifications in shops

Learning Strategies

- Learn **phrases for asking about differences or clarifying information:**
 - *Could you explain the difference between...?*
 - *How does this work?*
 - *Can you show me...?*
- Practice **follow-up questions** to get complete info.

Methodology

- **Role-play real-life scenarios:** shops, post offices, or service counters.
- **Model polite questioning** and appropriate responses.
- **Scaffold with sentence frames** for structured practice.

Communicative Activities

- **Shop Role-Play:** Students ask about products, prices, and options, using follow-up questions.
- **Product Comparison Task:** Students compare two items and ask for clarification to decide which to “buy.”
- **Information Gap:** One student knows details, the other asks questions to complete a checklist.

Mediation Objective

Objective: Clarify the meaning of unfamiliar words or phrases using simpler terms or examples

Learning Strategies

- **Paraphrasing:** Restate the word or phrase in simpler words.
 - Example: *“It’s a place where people can borrow books”* → *library*.
 - **Using examples:** Give a concrete instance to explain the meaning.
 - Example: *“A smartphone is like a small computer you can carry with you.”*
 - **Synonyms:** Replace a difficult word with a simpler word.
 - Example: *happy* instead of *elated*.
 - **Check understanding:** Ask the listener to confirm comprehension: *“Does that make sense?”* or *“Do you understand?”*
-

Methodology

- **Teacher modelling:** Demonstrate paraphrasing or giving examples with new vocabulary.
 - **Functional language teaching:** Teach sentence frames such as:
 - *It means...*
 - *You can say it like...*
 - *For example...*
 - *It’s similar to...*
 - **Peer scaffolding:** Students explain words to each other in pairs or small groups.
-

Communicative Activities

1. **Simplified Taboo:**
 - Students describe a target word without saying it, using simpler words or examples. Classmates guess the word.
2. **Word Explanation Relay:**
 - In pairs, Student A explains a word in simpler terms, Student B guesses, then swap roles.
3. **Student Dictionary:**
 - Students create a mini-dictionary: write words and explain them using simpler language and an example.
4. **Guess the Word from Example:**
 - Teacher or student gives an example/scenario; others guess the word.
 - Example: *“You use it to call or text someone”* → *“phone.”*
5. **Picture Clues:**
 - Show an image and a difficult word. Students explain the word using the picture and simpler language.

UNIT 10

Reading Objectives

1. Identify agreement, disagreement, or uncertainty expressed in texts

Learning Strategies

- Look for **signal words and phrases**:
 - Agreement: *I agree, That's right, Absolutely*
 - Disagreement: *I don't think so, I'm afraid I disagree*
 - Uncertainty: *Maybe, Perhaps, I'm not sure*
- Pay attention to **modal verbs** and **hedging language**: *could, might, seems, appears*.
- Highlight **opinions vs. facts** in texts.

Methodology

- **Guided reading**: Teacher highlights phrases showing agreement/disagreement/uncertainty.
- **Text analysis**: Students underline or annotate sentences with the appropriate label.
- **Gradual release**: Move from simple sentences to full paragraphs/articles.

Communicative Activities

- **Opinion Match**: Students read sentences and categorize them as agreement, disagreement, or uncertainty.
- **Text Debate**: Read a short text, then discuss which statements they agree/disagree with.
- **Opinion Highlighting**: Highlight phrases in small groups and explain why.

2. Recognize significant points in straightforward news articles on familiar subjects

Learning Strategies

- Skim headlines, subheadings, and first sentences for **main ideas**.
- Look for **discourse markers**: *however, for example, in addition*.
- Highlight key facts: dates, people, places, outcomes.
- Predict content from **titles or images**.

Methodology

- **Task-based reading**: Give students comprehension tasks (e.g., matching headlines, true/false questions).
- **Noticing approach**: Emphasize main vs. supporting ideas.
- **Gradual difficulty**: Start with short news items, then longer articles.

Communicative Activities

- **Headline Match:** Match news headlines with articles.
 - **News Summary Relay:** Students summarize different news items orally for peers.
 - **Mini Discussion:** Read an article, then discuss its main points.
-

3. Find and understand relevant information in everyday materials

Learning Strategies

- Scan for **specific details:** names, dates, times, amounts.
- Use headings, bullet points, or formatting to locate information quickly.
- Highlight or underline key nouns and numbers.

Methodology

- **Task-based approach:** Use authentic or simplified letters, brochures, and short official documents.
- **Guided practice:** Start with focused questions, then open-ended “find the info” tasks.
- **Model text navigation:** Show how to read headings, bullet points, or instructions.

Communicative Activities

- **Info Scavenger Hunt:** Students find specific information from brochures, letters, or notices.
 - **Role-play Document Exchange:** Students ask/answer questions using documents.
 - **Filling Forms/Checklists:** Use a text to complete a table or form.
-

4. Understand descriptions of places, events, feelings, and perspectives in narratives, travel guides, and magazine articles

Learning Strategies

- Visualize the place/event while reading.
- Identify **adjectives, adverbs, and opinion markers.**
- Break text into **categories:** place → event → feeling → perspective.
- Infer unknown words from **context.**

Methodology

- **Jigsaw reading:** Split texts into sections; students summarize their part for peers.
- **Text + visual approach:** Pair texts with pictures or maps.
- **Comparative reading:** Compare objective vs. personal descriptions.

Communicative Activities

- **Tour Guide Task:** Read a travel guide and describe the place orally.
 - **Guess the Place:** Listen/read description without the name; others guess.
 - **Memory Drawing:** Draw the scene from the narrative and compare with peers.
-

5. Understand straightforward personal letters, emails, or postings giving relatively detailed accounts

Learning Strategies

- Scan for **who, what, when, where, why**.
- Pay attention to **chronological markers**: *first, then, after that, finally*.
- Highlight **main events and feelings** expressed.
- Use **context clues** for unknown vocabulary.

Methodology

- **Authentic or adapted texts:** Letters, emails, blog postings.
- **Pre-reading tasks:** Predict content from headings or openings.
- **Focused reading tasks:** Identify main events, feelings, or instructions.

Communicative Activities

- **Summarize the Letter:** Students summarize main events and reactions.
- **Role-play Email Reply:** Write a short response to a personal email.
- **Timeline Reconstruction:** Sequence events from the letter or posting.

Listening Objectives

1. Follow short talks on familiar topics in outline form

Learning Strategies

- **Listen for main ideas:** Focus on headings, subtopics, and signal words.
- **Take brief notes** in outline form: key words, dates, numbers, or names.
- **Predict content** from topic or title before listening.
- **Identify discourse markers**: *first, next, finally, in addition, on the other hand*.

Methodology

- **Guided listening:** Teacher models note-taking while listening to a short talk.
- **Outline completion:** Students fill in partially completed outlines during listening.
- **Gradual release:** First listen for gist, then for specific details.

Communicative Activities

- **Outline Match:** Students match headings/subheadings to key points in a short talk.
- **Note Relay:** In pairs, Student A listens and jots main points, then relays them to Student B.
- **Mini-Presentation:** Students listen to a short talk and summarize it orally using their outline.

2. Understand most recorded or broadcast material on topics of personal interest

Learning Strategies

- **Focus on keywords and repeated ideas** rather than understanding every word.
- Use **context clues** and general knowledge to predict meaning.
- Note **opinions, feelings, and attitudes** expressed by the speaker.
- **Re-listen selectively** to sections that are difficult or contain important information.

Methodology

- **Authentic listening materials:** Short podcasts, radio clips, YouTube videos, or TV segments.
- **Task-based listening:** Comprehension questions, true/false statements, or gap-fills.
- **Predictive listening:** Before playing, students predict content based on topic and visuals.

Communicative Activities

- **Listening for Gist:** Students answer broad questions after a recording (Who? What? Where?).
- **Information Sharing:** Students listen separately to different recordings and share main points with peers.
- **Opinion Response:** Listen to a speaker giving an opinion and discuss whether they agree or disagree, giving simple reasons.

Writing Objectives

1. Produce a short, structured text on a topic of personal interest, listing advantages and disadvantages and expressing and justifying opinions

Learning Strategies

- Plan text structure before writing:
 1. Introduction → Topic
 2. Advantages → Supporting points/examples
 3. Disadvantages → Supporting points/examples
 4. Personal opinion and justification

- Use **linking words**: *Firstly, Secondly, However, On the other hand, Therefore.*
- Keep sentences **short and clear**.

Methodology

- **Model texts**: Show sample texts with clear structure and opinion phrases.
- **Scaffolded writing**: Start with tables or outlines to organize ideas before drafting.
- **Process writing**: Plan → Draft → Peer Review → Final Version.

Communicative Activities

- **Opinion Table**: Students list pros, cons, and personal opinion before writing.
- **Peer Discussion** → **Text**: Students discuss in pairs, then write a short text individually.
- **Mini Debate**: Oral discussion to generate ideas and justifications before writing.

2. Write detailed accounts of personal experiences, expressing feelings and reactions in straightforward language

Learning Strategies

- Focus on **chronological sequencing**: *first, then, after that, finally.*
- Use **adjectives and adverbs** to describe feelings and reactions.
- Include **personal reflections**: *I felt..., It was..., I enjoyed/was surprised by....*

Methodology

- **Diary or blog-style writing**: Students recount personal experiences in past tense.
- **Guided prompts**: Use questions to elicit details: *What happened? How did you feel? Why?*
- **Peer sharing**: Read short texts to a partner for feedback and comprehension.

Communicative Activities

- **Experience Timeline**: Students map an event on a timeline and add reactions.
- **Story Circle**: Share experiences orally, then write them in a structured text.
- **Emotion Map**: Highlight feelings and reactions in different parts of the story.

3. Re-read own texts to check for common grammar mistakes

Learning Strategies

- **Check for consistency** in verb tenses.
- Look for **subject-verb agreement** errors.
- Identify common mistakes in **articles, prepositions, and plural/singular nouns**.

- Use **self-editing checklists** before submission.

Methodology

- **Guided proofreading:** Teacher highlights common mistakes in sample texts.
- **Peer review:** Exchange texts and mark errors in pairs.
- **Error-focused mini-lessons:** Teach typical mistakes seen in student writing.

Communicative Activities

- **Self-Editing Checklist:** Students use a checklist to review their own texts.
- **Peer Proofreading:** Students correct a partner's text and discuss suggestions.
- **Mini Correction Game:** Spot errors in sentences or short texts under timed conditions.

Speaking Objectives

1. Present simple comparisons using visual support

Learning Strategies

- Use **comparative structures:** *bigger/smaller, more/less, as...as.*
- Prepare **key vocabulary** related to the comparison topic.
- Organize ideas clearly: category → point of comparison → supporting fact.
- Use **visual aids** (charts, tables, maps, photos) to support explanations.

Methodology

- **Model presentations:** Teacher demonstrates a simple comparison using visuals.
- **Scaffold preparation:** Provide sentence frames: *X is bigger than Y because...*
- **Practice with peers:** Present in pairs/small groups for confidence.

Communicative Activities

- **Visual Comparison:** Students compare two countries, products, or routines using charts or images.
- **Mini-Presentation:** Present comparisons to the class with visuals.
- **Peer Q&A:** After a presentation, classmates ask clarifying questions.

2. Give and seek personal views and opinions on topics of interest

Learning Strategies

- Use **opinion phrases:** *I think..., In my opinion..., I feel that...*
- Prepare **simple reasons or examples** to support opinions.

- Practice **asking others' opinions**: *What do you think about...?*

Methodology

- **Guided discussion**: Teacher models giving and asking for opinions.
- **Topic-based practice**: Choose familiar topics like hobbies, school, or travel.

Communicative Activities

- **Opinion Circles**: Students share opinions on a prompt in turns.
 - **Class Survey**: Students ask classmates' opinions and report findings.
 - **Think-Pair-Share**: Students think individually, discuss with a partner, then share with the class.
-

3. Take part in routine formal discussions on familiar subjects

Learning Strategies

- Learn **formal phrases**: *Could you clarify...? I suggest... What do you think about...?*
- Listen carefully to **instructions and factual information**.
- Ask **follow-up questions** to maintain interaction.

Methodology

- **Role-play formal meetings or discussions**: school projects, committee tasks.
- **Scaffold functional language**: Provide sentence starters and response prompts.
- **Task-based learning**: Exchange factual info and discuss practical solutions.

Communicative Activities

- **Formal Meeting Role-Play**: Students discuss a class topic, taking turns giving opinions and suggestions.
 - **Decision-Making Task**: Small groups propose solutions to a practical problem.
 - **Instruction Follow-Up**: One student gives instructions; others ask clarification questions.
-

4. Use telecommunications for routine messages and basic services

Learning Strategies

- Learn **polite and functional language** for calls/messages: *I'd like to book..., Could you tell me...?*
- Prepare **key vocabulary** related to services (hotel, doctor, transport).
- Practice **short, clear exchanges**.

Methodology

- **Role-play phone calls or messaging exchanges.**
- **Scripted practice first**, then allow spontaneous responses.
- **Scaffold with sentence frames:** *Hello, I'm calling to..., Could you please...?*

Communicative Activities

- **Booking Role-Play:** Students book a hotel room or medical appointment via phone or simulated call.
 - **Message Writing:** Write a short text/email to request a service.
 - **Information Gap:** One student has details; the other asks questions to complete the info.
-

5. Use a prepared questionnaire to carry out a structured interview

Learning Strategies

- Prepare **clear, short questions**.
- Include **follow-up questions** for elaboration.
- Practice **note-taking** during interviews.

Methodology

- **Model interview:** Teacher demonstrates structured interview with follow-ups.
- **Scaffold practice:** Students first use prepared questions, then add spontaneous questions.
- **Peer practice:** Switch roles between interviewer and interviewee.

Communicative Activities

- **Structured Interview:** Students interview each other on a familiar topic (hobbies, routines, preferences).
- **Survey Report:** Summarize classmates' answers and present results orally.
- **Follow-Up Expansion:** Encourage additional questions to get more detailed responses.

UNIT 11

Reading Objectives

1. Understand straightforward personal letters, emails, or postings

Learning Strategies

- **Scan for main events and experiences:** Look for who, what, when, where, why.

- **Identify emotions and reactions** expressed by the writer.
- Use **context clues** to infer unknown words.
- Highlight **chronological markers** or opinion signals.

Methodology

- **Authentic or adapted texts:** Letters, emails, blog posts.
- **Pre-reading prediction:** Predict content based on heading, sender, or context.
- **Focused reading tasks:** Answer questions about main events, feelings, or intentions.

Communicative Activities

- **Timeline Reconstruction:** Sequence events from the letter/email.
- **Partner Summary:** Students summarize a letter/email to a partner.
- **Reply Writing:** Write a short response to the correspondence.

2. Follow a line of argument or sequence of events using connectors

Learning Strategies

- Identify **logical connectors**: *because, so, therefore, however*.
- Identify **temporal connectors**: *first, then, after that, beforehand, finally*.
- Highlight connectors while reading to track the **flow of ideas or events**.
- Use connector knowledge to **predict what comes next** in the text.

Methodology

- **Text analysis:** Highlight connectors and discuss their function.
- **Stepwise reading:** Focus on sentence-to-sentence links before understanding the whole text.
- **Connector exercises:** Fill-in-the-gap tasks or reorder sentences using connectors.

Communicative Activities

- **Connector Hunt:** Identify and categorize connectors in a text.
- **Sequence Reconstruction:** Cut up a text; students reorder sentences using connectors.
- **Mini Discussion:** Discuss events or arguments using connectors to sequence ideas orally.

3. Understand travel diaries describing events, experiences, and discoveries

Learning Strategies

- Visualize events, places, and discoveries while reading.

- Identify **main activities and observations**.
- Note **personal reactions and reflections** expressed by the writer.
- Infer meaning of unfamiliar words from **context and overall story**.

Methodology

- **Authentic or simplified travel diaries:** Extracts from blogs or travel guides.
- **Task-based reading:** Comprehension questions focusing on key events, locations, or experiences.
- **Predictive reading:** Predict what might happen next based on context and prior sentences.

Communicative Activities

- **Diary Summary:** Students summarize a diary entry orally or in writing.
- **Journey Map:** Map the route of the traveler using textual clues.
- **Travel Report:** Students present a short oral report describing the journey based on the diary.

Listening Objectives

1. Generally follow the main points of extended discussions

Learning Strategies

- **Listen for key words and phrases** that indicate main ideas or topic changes.
- **Focus on discourse markers:** *first, next, finally, however, on the other hand*.
- **Take brief notes** in outline form while listening.
- **Predict content** based on context or the topic of discussion.

Methodology

- **Guided listening:** Play extended discussions slowly; highlight main points.
- **Gradual release:** First listen for gist, then listen for specific details.
- **Scaffold note-taking:** Provide templates for key points, speakers, and opinions.

Communicative Activities

- **Note Relay:** In pairs, Student A listens and takes notes, then relays them to Student B.
- **Discussion Summary:** Students summarize the main points of a recorded discussion to the class.
- **Key Point Matching:** Match statements or headings with main points from the discussion.

2. Understand main points and important details in stories and narratives

Learning Strategies

- **Listen for chronological and logical markers:** *first, then, after that, finally, because, so.*
- **Identify characters, events, and key settings.**
- **Focus on repeated or emphasized information** for important details.
- **Visualize the story** to aid comprehension and recall.

Methodology

- **Authentic or adapted recordings:** Holiday descriptions, simple narratives.
- **Task-based listening:** Comprehension questions, gap-fills, or ordering events.
- **Predictive listening:** Students anticipate events or details from titles or introductory sentences.

Communicative Activities

- **Timeline Reconstruction:** Sequence events from the narrative.
- **Story Summary:** Retell the story to a partner using main points and key details.
- **Spot the Detail:** Listen for specific details (dates, locations, feelings) and note them.

Writing Objectives

1. Write basic emails or letters of a factual nature

Learning Strategies

- Learn **standard email/letter structure**:
 1. Greeting
 2. Purpose of writing
 3. Requesting or giving information
 4. Closing and sign-off
- Use **formal or semi-formal language** as appropriate.
- Plan key information before writing (who, what, when, where, why).

Methodology

- **Model letters/emails:** Show examples of factual correspondence.
- **Scaffold writing:** Provide templates with gaps to complete.
- **Focus on clarity:** Emphasize concise and direct sentences.

Communicative Activities

- **Email/Letter Simulation:** Students write an email requesting information (e.g., about a course, event, or service).
- **Peer Checking:** Exchange letters to check clarity and completeness.

- **Information Gap Task:** Students write emails to obtain specific details from a partner.
-

2. Write detailed accounts of personal experiences

Learning Strategies

- Use **past tense consistently**.
- Sequence events clearly using **temporal markers**: *first, then, after that, finally*.
- Include **personal feelings and reactions**: *I was excited, I felt surprised*.
- Add **descriptive language** for places, people, or events.

Methodology

- **Guided prompts:** Ask questions to elicit details: *What happened? How did you feel? What did you notice?*
- **Diary/blog style writing:** Encourage free expression before focusing on structure.
- **Process writing:** Plan → Draft → Peer Review → Final Version.

Communicative Activities

- **Experience Timeline:** Map events chronologically before writing.
 - **Story Circle:** Share experiences orally first, then write in detail.
 - **Emotion Mapping:** Highlight feelings and reactions within the narrative.
-

3. Compose personal letters or emails describing experiences

Learning Strategies

- Combine elements of factual and personal writing.
- Use **connectors** to link events and feelings: *because, so, after that, finally, however*.
- Focus on **clarity and coherence**: one idea per paragraph or sentence.

Methodology

- **Model personal correspondence:** Show examples of letters/emails that describe experiences.
- **Scaffold with planning tools:** Outline events, feelings, and reactions before writing.
- **Peer feedback:** Check for clarity, sequence, and expression of feelings.

Communicative Activities

- **Letter/Email Exchange:** Students write a personal email about a recent experience and exchange with a partner.
- **Peer Review:** Check for chronological order, clarity, and expression of feelings.

- **Oral Sharing:** Summarize the letter/email orally to reinforce sequencing and coherence.

Speaking Objectives

1. Give a short, prepared presentation on a familiar topic

Learning Strategies

- Plan **introduction** → **main points** → **conclusion**.
- Use **simple language and sentence structures**.
- Prepare **visual support**: photos, charts, slides.
- Practice **timing and pronunciation** before presenting.

Methodology

- **Model presentations:** Teacher demonstrates a short, clear presentation.
- **Scaffold preparation:** Use planning templates or cue cards.
- **Rehearsal:** Practice individually or in pairs before presenting to the class.

Communicative Activities

- **Mini-Presentations:** Students present on hobbies, hometowns, or daily routines.
 - **Peer Feedback:** Focus on clarity, structure, and use of visuals.
 - **Question & Answer:** Class asks simple questions after the presentation.
-

2. Express opinions on familiar topics

Learning Strategies

- Use **opinion phrases**: *I think..., In my opinion..., I feel that...*
- Prepare **1–2 simple reasons or examples** to support opinions.
- Practice **asking others' opinions**: *What do you think about...?*

Methodology

- **Guided discussion:** Teacher models giving and asking opinions.
- **Topic-based practice:** Use familiar topics like hobbies, food, school, or travel.

Communicative Activities

- **Opinion Circles:** Students share opinions in turns.
- **Think-Pair-Share:** Discuss individually, then with a partner, then share with the class.
- **Class Survey:** Students ask classmates' opinions and report results.

3. Take part in routine formal discussions

Learning Strategies

- Learn **formal phrases**: *Could you clarify...? I suggest... What do you think about...?*
- Focus on **active listening** to exchange factual information.
- Ask **follow-up questions** to maintain interaction.

Methodology

- **Role-play formal discussions**: School committees, group projects, or problem-solving tasks.
- **Scaffold language**: Provide sentence starters for suggestions, agreement, disagreement, and clarifications.
- **Task-based learning**: Solve a practical problem in groups.

Communicative Activities

- **Formal Meeting Role-Play**: Discuss a familiar subject or solve a problem in small groups.
 - **Decision-Making Task**: Propose solutions and explain reasoning.
 - **Instruction Follow-Up**: One student gives instructions; others ask clarification questions.
-

4. Narrate a simple story or describe an event

Learning Strategies

- Organize narration **chronologically** using markers: *first, then, after that, finally*.
- Use **basic descriptive language** for characters, places, and actions.
- Practice **linking ideas** with connectors: *because, so, however*.

Methodology

- **Story-mapping**: Plan events before narration using a timeline or storyboard.
- **Guided oral storytelling**: Teacher models a simple story with clear sequencing.
- **Peer practice**: Narrate short stories to a partner before class sharing.

Communicative Activities

- **Story Circle**: Each student tells part of a story in sequence.
 - **Event Retell**: Retell a holiday or personal experience in simple language.
 - **Picture Storytelling**: Describe events shown in a series of images.
-

5. Give basic accounts of past experiences, including feelings and reactions

Learning Strategies

- Use **past tense consistently**.
- Include **feelings and reactions**: *I was excited, I felt nervous, It was amazing.*
- Link events **chronologically** with temporal markers: *first, then, after that, finally.*

Methodology

- **Diary or blog-style recount**: Practice recounting experiences in simple past tense.
- **Guided prompts**: *What happened? How did you feel? Why?*
- **Peer sharing**: Tell experiences to a partner before presenting to the class.

Communicative Activities

- **Experience Timeline**: Map events before telling or writing them.
- **Partner Retell**: Share experiences orally and give feedback on clarity and sequencing.
- **Emotion Map**: Highlight feelings and reactions in different parts of the experience.

SDG Objective

 **Objective: Give a short presentation on how your community can reduce its carbon footprint**

Learning Strategies

- **Plan the presentation**: Introduction → main points → conclusion.
 - Focus on **simple language** and **clear structure**.
 - Use **visual support**: charts, diagrams, or photos showing examples.
 - Research **key vocabulary** related to sustainability: *recycling, renewable energy, public transport, energy saving, carbon footprint.*
 - Practice **linking ideas** with connectors: *first, next, for example, in conclusion.*
-

Methodology

- **Model presentations**: Teacher demonstrates a short, clear presentation with visuals.
- **Scaffold planning**: Provide a simple template:
 1. Introduction: Why reducing the carbon footprint matters
 2. Main ideas: 2–3 actions the community can take
 3. Conclusion: Summary or call to action
- **Guided rehearsal**: Students practice in pairs or small groups before presenting.
- **Peer feedback**: Focus on clarity, vocabulary, and structure.

Communicative Activities

1. **Brainstorming Session**
 - Students list ways their community can reduce carbon footprint.
 - Discuss in pairs or groups and prioritize the top 3 ideas.
2. **Mini-Presentations**
 - Students give short 1–2 minute presentations using visuals.
3. **Question & Answer**
 - Peers ask follow-up questions after each presentation: *How can this action help? Who can participate?*
4. **Community Action Poster**
 - After presentations, create a collaborative poster summarizing the best ideas.
5. **Role-Play Debate (Optional)**
 - Assign roles (community leader, environmentalist, local business) to discuss feasibility of different actions.

UNIT 12

Reading Objectives

1. Recognize significant points in straightforward news articles

Learning Strategies

- **Skim for main ideas:** Focus on headlines, subheadings, and first sentences.
- Look for **key facts:** who, what, when, where, why.
- Identify **signal words** for important points: *however, in addition, for example, therefore.*
- Highlight or underline **names, dates, and places.**

Methodology

- **Guided reading:** Teacher models scanning articles for main points.
- **Gradual release:** Start with short articles, move to longer texts.
- **Task-based:** Comprehension tasks like matching headings to paragraphs or identifying main points.

Communicative Activities

- **Headline Match:** Students match headlines to short articles.
- **News Summary Relay:** Summarize the article orally in small groups.
- **True/False Statements:** Identify which statements reflect significant points.

2. Find and understand relevant information in everyday materials

Learning Strategies

- Scan for **specific details**: numbers, dates, addresses, instructions.
- Use **formatting cues**: headings, bullet points, bold/italic text.
- Highlight key information while reading.
- Predict content based on the type of document (letter, brochure, notice).

Methodology

- **Task-based approach**: Use authentic or adapted letters, brochures, and official documents.
- **Guided practice**: Focus on specific details before attempting open-ended comprehension.
- **Demonstrate text navigation**: Show how to skim headings, bullet points, or forms for info.

Communicative Activities

- **Info Scavenger Hunt**: Find specific information in a text and report to peers.
- **Role-Play Requests**: Ask and answer questions using details from documents.
- **Form-Filling Task**: Use text information to complete a simple form.

3. Understand descriptions of places, events, feelings, and perspectives

Learning Strategies

- Visualize the place, event, or person while reading.
- Identify **adjectives, adverbs, and opinion markers** to infer feelings and perspectives.
- Break text into categories: place → event → feeling → perspective.
- Infer the meaning of unknown words from context.

Methodology

- **Authentic or simplified narratives, travel guides, magazine articles.**
- **Jigsaw reading**: Each group reads a section and summarizes it for others.
- **Comparative reading**: Compare objective vs. personal descriptions.

Communicative Activities

- **Tour Guide Task**: Read a travel guide and describe the place orally.
- **Guess the Place**: Read a description without revealing the name; others guess.
- **Mind Mapping**: Map events, places, and feelings mentioned in the text.

Listening Objectives

1. Understand most recorded or broadcast material on topics of personal interest

Learning Strategies

- **Listen for key information** rather than every word.
- Identify **topic sentences, repeated ideas, and signal words**: *first, next, finally, because, however*.
- **Predict content** based on context or title before listening.
- Take brief **notes on main ideas** while listening.

Methodology

- **Use authentic or adapted recordings**: podcasts, radio clips, TV news, YouTube videos.
- **Task-based listening**: Focus on comprehension questions, true/false statements, or gap-fill exercises.
- **Repeated listening**: Listen once for gist, again for details.

Communicative Activities

- **Listening Summary**: Students summarize orally or in writing.
 - **Pair Sharing**: Compare notes with a partner, discussing what they understood.
 - **Opinion Response**: Discuss personal thoughts about the topic after listening.
-

2. Generally follow the main points of extended discussions

Learning Strategies

- **Focus on discourse markers** indicating main points or topic shifts: *first, on the other hand, finally*.
- Take **structured notes**: key ideas, speaker names, and opinions.
- Predict outcomes or points based on prior sentences.
- Concentrate on **repeated or emphasized information**.

Methodology

- **Guided listening**: Play recordings of conversations, meetings, or group discussions.
- **Scaffolded note-taking**: Provide templates or outlines for main points and supporting details.
- **Gradual release**: First focus on gist, then details.

Communicative Activities

- **Note Relay**: Student A takes notes while listening, then explains main points to Student B.
- **Main Point Matching**: Match headings or statements to parts of the discussion.

- **Discussion Reconstruction:** Re-tell the discussion orally in pairs or groups.

Writing Objectives

1. Narrate a story or describe a sequence of events using chronological markers

Learning Strategies

- Organize events **chronologically** using markers: *first, then, after that, finally*.
- Plan **beginning, middle, and end** before narrating.
- Use **simple descriptive language** for characters, settings, and actions.
- Practice **oral rehearsal** before writing or presenting.

Methodology

- **Story mapping:** Visualize events on a timeline or storyboard.
- **Guided storytelling:** Teacher models a narrative using clear chronological markers.
- **Peer practice:** Narrate short stories to a partner for feedback.

Communicative Activities

- **Story Circle:** Each student narrates one part of a story in sequence.
- **Picture Storytelling:** Describe events using a sequence of images.
- **Event Retell:** Retell a holiday, personal experience, or fictional event orally or in writing.

2. Follow the plot of stories, simple novels, and comics

Learning Strategies

- Identify **main characters, events, and settings** while reading.
- Track **chronological sequence** of events using notes or simple charts.
- Infer meaning of unknown words **from context or illustration**.
- Use **re-reading and skimming** for comprehension and plot-following.

Methodology

- **Authentic or simplified texts:** Short stories, simple novels, comics.
- **Guided reading:** Teacher models identifying main plot points.
- **Annotation practice:** Highlight main events, key vocabulary, and cause-effect relationships.

Communicative Activities

- **Plot Mapping:** Create a timeline of key events.
 - **Character & Event Discussion:** Discuss characters' actions and motivations.
 - **Comic Strip Sequencing:** Arrange comic panels in the correct order and narrate the story.
-

3. Edit for coherence using simple linking words

Learning Strategies

- Identify **gaps or abrupt transitions** in writing.
- Use **linking words**: *then, because, however, so, after that*.
- Re-read texts to check for **logical flow of ideas**.

Methodology

- **Model editing:** Teacher demonstrates adding linking words to improve coherence.
- **Peer review:** Students check each other's texts for missing connectors.
- **Sentence combining exercises:** Practice connecting two or more simple sentences.

Communicative Activities

- **Linking Word Hunt:** Identify connectors in a text and discuss their purpose.
- **Peer Editing:** Improve classmates' narratives by adding appropriate linking words.
- **Sequencing Challenge:** Rearrange sentences or paragraphs and add connectors for coherence.

Speaking Objectives

1. Find out and pass on straightforward factual information

Learning Strategies

- Ask **clear, specific questions**: *Who...? What...? Where...?*
- Take **brief notes** to remember information.
- Paraphrase or **summarize information** before sharing it with others.

Methodology

- **Information gap tasks:** Students work in pairs/groups to complete missing information.
- **Role-play real-life situations:** Booking services, asking for directions, or inquiring about events.

Communicative Activities

- **Survey Task:** Ask classmates about routines or preferences and report results.
 - **Partner Exchange:** Student A gathers information; Student B shares it with the group.
 - **Fact Relay:** Information passes from one student to another, testing accuracy.
-

2. Briefly give simple reasons and explanations for opinions, plans, and actions

Learning Strategies

- Use **simple linking phrases**: *because, so, in my opinion, I think that...*
- Prepare **1–2 short reasons** to support opinions or decisions.
- Practice **clear, concise language** to ensure understanding.

Methodology

- **Model reasoning:** Teacher demonstrates giving opinions with reasons.
- **Sentence frames:** Provide scaffolds like *I think... because...* or *In my opinion... because....*

Communicative Activities

- **Opinion Pair Work:** Share opinions on topics like hobbies or school activities.
 - **Mini Debate:** Give a viewpoint and support it with reasons; listen to opposing opinions.
 - **Decision Explanation:** Choose an option (e.g., holiday destination) and explain reasoning.
-

3. Express opinions and maintain a conversation

Learning Strategies

- Use **polite phrases** for agreement/disagreement: *I agree, That's true, I'm not sure about that, I see your point.*
- Ask **clarifying questions** when unsure: *Could you explain that? What do you mean by...?*
- Practice **turn-taking and active listening**.

Methodology

- **Structured discussions:** Teacher models polite disagreement and opinion sharing.
- **Conversation scaffolds:** Provide prompts and sentence starters.
- **Role-play everyday situations:** Shops, school, or group projects.

Communicative Activities

- **Round-Table Discussion:** Discuss a familiar topic, using polite agreement/disagreement phrases.
 - **Conversation Cards:** Students pick a topic and respond with opinion + reason.
 - **Problem-Solving Task:** Exchange opinions to suggest practical solutions.
-

4. Give a short, prepared presentation on a familiar topic

Learning Strategies

- Plan **simple structure**: Introduction → main points → conclusion.
- Use **visual aids**: images, charts, or posters.
- Practice **pronunciation and timing**.

Methodology

- **Model presentations:** Teacher demonstrates a 1–2 minute presentation.
- **Scaffold preparation:** Use a template or cue cards.
- **Rehearsal:** Practice individually or in pairs before presenting.

Communicative Activities

- **Mini-Presentations:** Present on hobbies, school, or daily routines.
- **Peer Feedback:** Focus on clarity, structure, and vocabulary.
- **Class Q&A:** Peers ask simple follow-up questions.

Mediation Objective

1. Paraphrase key ideas from a classroom discussion

Learning Strategies

- Focus on **main points** rather than every word.
- Identify **topic sentences and repeated ideas**.
- Use **simple language** to rephrase ideas.
- Practice **summarizing in a few sentences**.

Methodology

- **Model paraphrasing:** Teacher demonstrates taking a discussion point and rephrasing it simply.
- **Guided practice:** Provide short discussions; students practice paraphrasing key points.
- **Check comprehension:** Compare students' paraphrases with the original points.

Communicative Activities

- **Peer Summary:** Student A listens to a discussion and explains the main ideas to Student B who missed it.
 - **Mini-Discussion Recap:** Students paraphrase what they heard in small groups.
 - **Note-to-Peer Exercise:** Write a brief summary of a discussion for a partner.
-

2. Ask parties in a disagreement to explain their point of view

Learning Strategies

- Use **polite questions** to request clarification: *Could you explain why...? What do you mean by...?*
- Focus on **listening actively** and identifying main ideas.
- Respond **briefly and neutrally** using simple phrases: *I see, That makes sense, I understand.*

Methodology

- **Role-play disagreements:** Teacher models asking for clarification and responding politely.
- **Sentence scaffolds:** Provide prompts for asking and responding to opinions.
- **Familiar topics:** Keep discussions on familiar subjects to reduce cognitive load.

Communicative Activities

- **Role-Play Mediation:** Two students present opposing views; a third mediates by asking clarifying questions and summarizing points.
 - **Opinion Exchange:** Students pair up, state their views, and practice asking for clarification.
 - **Mini Debates:** Focus on understanding and summarizing opposing viewpoints.
-

3. Take notes as a list of key points during a straightforward lecture

Learning Strategies

- Identify **signpost words**: *first, next, in conclusion, for example.*
- Focus on **main ideas and keywords**, not full sentences.
- Use **abbreviations, symbols, or simple lists** to record points quickly.
- Review notes immediately to check for completeness.

Methodology

- **Teacher-led demonstration:** Show note-taking from a short, clear lecture.
- **Guided practice:** Students practice taking notes from short recordings or live talk.
- **Scaffold templates:** Provide headings or columns for structured note-taking.

Communicative Activities

- **Note Comparison:** Compare notes with a partner to identify missed points.
- **Peer Teaching:** Use notes to explain the lecture content to a peer.
- **Lecture Summary Challenge:** Take notes and summarize the lecture in 3–4 sentences.

This **B1 Language Teaching Toolkit Part 1** was developed and compiled by **Demet Özcan Bayram**, with contributions from AI-assisted educational research and instructional methodology. The content includes comprehensive strategies, methodologies, and communicative activities designed for effective language teaching at the B1 level.