

**ISTANBUL GEDİK UNIVERSITY**  
**SCHOOL OF FOREIGN LANGUAGES**

**Preparatory Program: Main Course**

**SYLLABUS 2025-2026**

**Course Rationale:**

This course is designed to equip preparatory program students with essential English language skills (reading, writing, listening, speaking, grammar, and vocabulary) necessary to pass the proficiency exam, which demonstrates their readiness for English-medium instruction (EMI) programs at their faculties/programs. The course adheres to the Common European Framework of Reference for Languages (CEFR) guidelines, aiming to help students reach a B2 level of proficiency. It is a 5-day-per-week, 18-hour lesson called the ‘Main Course,’ delivered fully face-to-face except in extraordinary circumstances where in-person learning is not feasible. The course spans one academic year, divided into two semesters: fall and spring.

**Entry Level:**

The entry level for this course is A1/A2.

**Exit Level:**

By the end of this course, when taken in conjunction with the ‘Reading and Writing’ course from the same preparatory program, students are expected to achieve a B2 level.

**Course Learning Outcomes:**

By the end of this course the students will be able to:

- use a variety of grammatical structures accurately in both written and spoken contexts to convey clear and appropriate meaning (1);
- recognize and correct errors in grammar and sentence structure to enhance clarity and fluency in communication (2);
- demonstrate an expanded vocabulary, including subject-specific and idiomatic expressions, suited to formal and informal academic contexts (3);
- infer the meaning of unfamiliar vocabulary from context and explain new words with accurate use in various contexts (4);
- comprehend and summarize main ideas and details from conversations, news reports, and other everyday audio materials (5);
- identify the speaker’s tone, intent, and emotions in varied contexts, such as casual conversations, instructions, or announcements (6).
- present structured, detailed descriptions on a wide range of subjects, effectively developing key points and concluding appropriately in both spoken and written communication (7).

- interact with a degree of fluency and spontaneity that enables regular communication with proficient speakers, expressing opinions and personal significance of events and experiences with clarity and confidence (8).

#### **CEFR Descriptors:**

##### **A2 level:**

- Can use simple grammatical structures correctly, though errors may occur when expressing more complex thoughts (1).
- Can recognize basic grammar errors in simple sentences and make simple corrections in familiar contexts (2).
- Can use basic vocabulary related to familiar topics, with limited control over idiomatic language (3).
- Can deduce the meaning of unknown words in familiar contexts when supported by visuals or simplified language (4).
- Can understand the main point in short, clear, simple messages or announcements (5).
- Can recognize simple cues for tone or intent in familiar contexts, such as friendly or polite exchanges (6).
- Can handle very short social exchanges, using simple vocabulary to ask and answer questions about personal details (e.g., family, shopping, local geography) (7).
- Can use short phrases and sentences to describe in simple terms aspects of their background, immediate environment, and matters in areas of immediate need (8).

##### **B1 level:**

- Can use a range of simple and some complex sentence structures to communicate ideas with reasonable accuracy in familiar contexts (1).
- Can notice and self-correct common grammar and structure mistakes in familiar and rehearsed contexts, aiding clarity (2).
- Can use a range of vocabulary, including common idiomatic phrases, to communicate ideas in familiar and some academic contexts (3).
- Can deduce the meaning of unfamiliar words in clear, familiar texts and provide simple explanations based on context (4).
- Can understand the main points and essential details of standard spoken language on familiar matters, including conversations and straightforward news reports (5).
- Can identify the speaker's general tone and intent in conversations or brief announcements in familiar situations (6).
- Can maintain a straightforward conversation on familiar subjects, expressing personal opinions and exchanging information on practical matters (7).
- Can narrate and describe experiences, events, and briefly explain opinions or plans, linking ideas in a simple way (8).

##### **B1+ level:**

- Can control grammatical structures well and produce simple and some complex sentences with good accuracy in everyday spoken and written tasks (1).
- Can identify and correct grammar and sentence structure errors in their own work with increased accuracy, leading to improved clarity in communication (2).
- Can actively use vocabulary related to personal interests and academic topics, including some idioms and expressions, in both formal and informal registers (3).
- Can infer the meaning of new words from context in texts on familiar and less common topics and provide accurate explanations in spoken or written form (4).

- Can identify both main ideas and significant details in clear, straightforward speech, including some complex messages in familiar contexts (5).
- Can discern tone, intent, and some emotional undertones in more varied contexts, such as informal conversations or instructions (6).
- Can give detailed accounts of experiences and describe feelings and reactions, providing simple reasons and explanations for opinions and plans (7).
- Can initiate, maintain, and close simple face-to-face discussions on topics that are of personal interest or relevant to everyday life, using a wider range of vocabulary (8).

#### **B2 level:**

- Can use a wide range of complex structures with a high degree of accuracy, producing clear, well-structured speech and writing with minimal errors (1).
- Can consistently identify and correct errors, showing effective self-correction skills to maintain fluent and clear communication in both formal and informal contexts (2).
- Can use a broad range of vocabulary, including academic and idiomatic expressions, appropriately in both formal and informal contexts with minimal hesitation (3).
- Can consistently infer the meaning of complex or unfamiliar vocabulary from context in a wide range of contexts and provide precise definitions or explanations (4).
- Can understand and summarize the main ideas and supporting details of extended discourse and complex audio materials on a range of topics (5).
- Can understand subtle distinctions in tone, intent, and emotion in both informal and formal spoken contexts, such as persuasive language, sarcasm, or irony (6).
- Can give detailed accounts of experiences and describe feelings and reactions, providing simple reasons and explanations for opinions and plans (7).
- Can initiate, maintain, and close simple face-to-face discussions on topics that are of personal interest or relevant to everyday life, using a wider range of vocabulary (8).

#### **Course Policy:**

#### **Classroom Expectations:**

All students are expected to treat classmates, instructors, and the classroom environment with respect. Mobile phones and other electronic devices should be set to silent mode and used only for educational purposes during class.

#### **Academic Integrity:**

Plagiarism, cheating, or any form of academic dishonesty will result in a zero for the related assignment or exam, with further disciplinary action if necessary.

#### **Communication:**

Instructors are available for consultations during posted office hours or by appointment. Students are encouraged to use these opportunities for questions, clarification, and additional support. All official communications should be conducted through the university email system, and emails will be responded to as soon as possible during working hours. Key information will be shared via email, official announcements on the SFL web page, WhatsApp notifications from teachers, and verbal announcements.

WhatsApp groups are optional and may be created by the group advisor/instructor. All students are expected to observe basic etiquette in official oral and written communication.

#### **Attendance Policy:**

Attendance is mandatory for all classes. Students must attend at least 85% of total class hours to be eligible to take the final exams. Arriving more than 10 minutes late may be considered an absence. Students who do not meet the attendance requirement will not be allowed to take the end-of-semester proficiency exam.

#### **Make-up Exams and Late Submission Policy:**

**Make-up Exams:** Available only to students with valid documentation (e.g., a medical report). Requests must be submitted within three days of the missed exam.

**Deadlines and Late Submissions:** Deadlines set by course conductors must be strictly followed. Assignments submitted late will incur a 5% deduction per day, up to a maximum of five days, after which the assignment will receive a zero.

#### **Course Materials and Digital Tools:**

Students are required to obtain original copies of the course materials and digital resources in accordance with the copyright laws.

**Textbooks:** The primary textbook for this course is Outcomes (Elementary – Pre-Intermediate – Intermediate – Upper-Intermediate). Supplementary materials will be provided as needed.

**Online Platforms and Digital Tools:** Spark by National Geographic Learning will be used for online homework activities. Additional tools and platforms may be introduced by instructors, who will provide full support on usage and requirements. In emergencies, online learning may be facilitated through the IGUN LMS system.

#### **Support for Students:**

**Academic Support:** Students struggling with course content are encouraged to attend extra tutoring sessions or seek guidance from instructors or SFL management.

**Support for Disabled Students:** The university provides accommodations and support for students with disabilities. Please contact SFL management, SFL Disabled Student Unit Representative, Disabled Student Unit, or your instructor for further information.

#### **Assessment and Grading:**

The final grade will be based on the following components from the ‘Main Course’ and ‘Reading and Writing’ lessons:

**45% Midterm Exams (3 exams, 15% each):** Three exams will be administered at the end of each quarter (every seven weeks), corresponding to the completion of the A2, B1, and B1+ levels. Each exam is worth 15%.

**15% Project and Presentation:** An individual or group project presented to the class (e.g., as a poster presentation) at the end of the prep program. This occurs during the fourth quarter, upon completion of the B2 level.

**15% Speaking Practice:**

**10%** is based on rubric-guided speaking activities assessed during lessons at the end of each of the first three levels (A2, B1, and B1+).

**5%** is based on daily active participation in class.

**10% Online Homework:** Assignments completed via the Spark platform by NGL. Four reports are downloaded from the system, one at the end of each quarter/level.

**10% Writing Practice:** Weekly writing exercises based on course content. These may include in-class writing tasks, homework, pair work, or group activities. All written work (rubric-based assessment) is compiled into a portfolio.

**5% Pop Quizzes:** Quizzes are administered randomly to encourage consistent engagement, with a minimum of one quiz per month.

#### **Privacy and Copyright:**

All the audio, written, and video information shared between the instructor and students as well as among students in this course are considered personal information. This information shall not be shared outside the class with non-relevant organizations, groups or individuals without obtaining proper permissions from the administration of the SFL and/or the rectorate. Everyone is expected to comply with the legal and ethical rules in this regard.



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**PACING DOCUMENT:****FALL SEMESTER****Level:** A2 (A1 with support)**Resource/Book:** NGL OUTCOMES Elementary and Pre-Intermediate /with online platform Spark/**CEFR correlation:** OUTCOMES ELEMENTARY CEFR CORRELATION FRAMEWORK LEVEL A2 document (CEFR CD 1) (SFL shared folder) & OUTCOMES PRE-INTERMEDIATE CEFR CORRELATION FRAMEWORK LEVEL A2/B1 document (CEFR CD 2) (SFL shared folder)

Week & Day	Units & Pages (+CEFR correlation)	Content	Extra Practice
<b>OUTCOMES Elementary Student's Book</b>			
<b>W1</b>  22 - 26 September 2025	<b><u>Unit 1</u></b> People and places <b><u>Unit 2</u></b> Daily life	<b><u>Unit 1</u></b> People and places <b>Speaking:</b> Have a conversation about yourself when you arrive in a place, talk about what's good/bad about the place you're from, talk about the jobs people in your class do <b>Developing conversations:</b> Where exactly? <b>Grammar:</b> Present simple be, There is/ There are, Present simple <b>Vocabulary:</b> Where, describing places, work	Spark + Unit Revision + Handouts
<b>Monday</b>  <b>Vocabulary Day</b>	p. 6-11 1 Opener, 1A, 1B  CEFR CD 1 p. 3-5	<b>Reading:</b> Personal introductions on an online course <b>Listening:</b> A conversation between a taxi driver and a tourist, four conversations about jobs.	
<b>Tuesday</b>	p.12-17 1C, 2 Opener, 2A  CEFR CD 1 p. 5-7		
<b>Wednesday</b>	p. 18-21 2B, 2C  CEFR CD 1 p. 7-9	<b><u>Unit 2</u></b> Daily life <b>Speaking:</b>	

<b>Thursday</b>	p. 22-23 Writing 1  CEFR CD 1 p. 9-10	Plan where and when to meet, talk about what you do in your free time, explain how much time you spend doing things <b>Developing conversations:</b> Making plans <b>Grammar:</b> Verb patterns (-ing or infinitive with to), Adverbs of frequency, Countable and uncountable nouns.	
<b>Friday</b>	p. 24-25 Review 1 **, G&V **,  CEFR CD 1 p. 10	<b>Vocabulary:</b> Daily activities, In the classroom. <b>Reading:</b> An article about how people spend their free time. <b>Listening:</b> Two conversations about free time, Three conversations in an English class.	
<b>W2</b> 29 September - 3 October 2025	<b>Unit 3</b> Home <b>Unit 4</b> Time off	<b>Unit 3</b> Home <b>Speaking:</b> Ask and answer questions about local shops and other places, talk about home and what you like/don't like about it, ask someone for help with a problem in a shared house <b>Developing conversations:</b> Asking for information. <b>Grammar:</b> Prepositions of place, possessives, can/can't.	Spark + Unit Revision + Handouts
<b>Monday</b>  <b>Vocabulary</b> <b>Day</b>	p. 26-31 3 Opener, 3A, 3B  CEFR CD 1 p. 10-12	<b>Vocabulary:</b> Places for things you need, homes and family, problems in the home. <b>Reading:</b> Two blog posts about films <b>Listening:</b> Three conversations where people where people ask about places, three conversations about problems in a shared home.	



<b>Tuesday</b>	p.32-37 3C, 4 Opener, 4A  CEFR CD 1 p. 12-15	<b>Unit 4</b> Time off <b>Speaking:</b> Talk about what you did at the weekend, Talk about holidays / special days you had, Talk about public holidays you enjoyed <b>Developing conversations:</b> That sounds ... <b>Grammar:</b> Past simple positive, past simple negative, past simple questions. <b>Vocabulary:</b> Holidays, public holidays. <b>Reading:</b> Messages about a holiday <b>Listening:</b> Four conversations about what people did at the weekend, A school podcast about public holidays.	
<b>Wednesday</b>	p. 38-41 4B, 4C  CEFR CD 1 p. 15-17		
<b>Thursday</b>	p. 42-43 Writing 2  CEFR CD 1 p. 17-18		
<b>Friday</b>	p. 44-45 Review 2**, G&V**,  CEFR CD 1 p. 18		



<b>W3</b> 6 - 10 October 2025	<u><b>Unit 5</b></u> Shopping <u><b>Unit 6</b></u> Education <u><b>Unit 7</b></u> People I know	<u><b>Unit 5</b></u> Shopping <b>Speaking:</b> Roleplay choosing and buying food or clothes in a shop, talk about money and shopping, ask for and get help in different places in a shopping centre <b>Developing conversations:</b> Questions in shops. <b>Grammar:</b> This/These/That/Those, present continuous, a, an, and the <b>Vocabulary:</b> Size and quantity, Money and shopping, In a shopping centre <b>Reading:</b> A newspaper article about how two shops are doing. <b>Listening:</b> Three conversations in markets, four conversations in a shopping centre.	Spark + Unit Revision + Handouts
<b>Monday</b>  <b>Vocabulary Day</b>	p. 46-51 5 Opener, 5A, 5B  CEFR CD 1 p. 18-21	<u><b>Unit 6</b></u> Education <b>Speaking:</b> Roleplay conversations about what you're studying, compare education now and in the past, Describe and discuss four different courses <b>Developing conversations:</b> How's the course going? <b>Grammar:</b> Comparatives, Modifiers <b>Vocabulary:</b> Studying, courses <b>Reading:</b> An article about languages and education <b>Listening:</b> Three conversations about studying, four people talk about courses they're doing.	
<b>Tuesday</b>	p. 52-57 5C, 6 Opener, 6A  CEFR CD 1 p. 21-23	(Continued from Monday)	
<b>Wednesday</b>	p. 58-63 6B, 6C, Writing 3  CEFR CD 1 p. 23-26	(Continued from Tuesday)	

<b>Thursday</b>	p. 64-69 Review 3**, G&V**, 7 Opener, 7A  CEFR CD 1 p. 26-28	<b>Unit 7</b> People I know <b>Speaking:</b> Find out about each other's families, give opinions about home life, parents and kids, Describe friends to other people <b>Developing conversations:</b> Adding information <b>Grammar:</b> Short answers, have to	
<b>Friday</b>	p. 70-73 7B, 7C,  CEFR CD 1 p. 28-30	<b>Vocabulary:</b> Relationships, parents and kids, talking about friends. <b>Reading:</b> Forum posts about being a working parent <b>Listening:</b> Three conversations about families, five people talk about friends and family.	
<b>W4</b> 13 - 17 October 2025	<b>Unit 8</b> Plans <b>Unit 9</b> Experiences	<b>Unit 8</b> Plans <b>Speaking:</b> Discuss plans, say how you feel about government plans, decide how to improve places you know <b>Developing conversations:</b> Making suggestions <b>Grammar:</b> Going to, would like to <b>Vocabulary:</b> Plans for the week, discussing plans, in my life <b>Reading:</b> A local website discussion about government plans <b>Listening:</b> Three conversations about plans, four people talk about things they want to do.	Spark + Unit Revision + Handouts
<b>Monday</b>  <b>Vocabulary</b> <b>Day</b>	p. 74-77 8 Opener, 8A  CEFR CD 1 p. 30-31	<b>Unit 9</b>	
<b>Tuesday</b>	p. 78-81 8B, 8C  CEFR CD 1 p. 31-33		

<b>Wednesday</b>	p. 82-85 Writing 4 (+ writing an email), Review 4**, G&V**  CEFR CD 1 p. 33-35	Experiences <b>Speaking:</b> Roleplay a conversation with a tourist about their visit, compare experiences you've had or would like to have, share experiences of when you got help <b>Developing conversations:</b> Recommending <b>Grammar:</b> Present perfect questions (been, tried) <b>Vocabulary:</b>	
<b>Thursday</b>	p. 86-89 9 Opener, 9A  CEFR CD 1 p. 35-36	Visiting places, words with different meanings <b>Reading:</b> A blog post about bucket lists <b>Listening:</b> A conversation between a local person and two tourists, A radio show about experiences of getting help.	
<b>Friday</b>	p. 90-93 9B, 9C  CEFR CD 1 p. 36-38	Developing email writing skill.	
<b>Week 5</b>	<b>Event Alert:</b>	<b>Prep and Mingle Event</b> (tentative, exact day will be announced)	
<b>W5</b> 20 - 24 October 2025	<b>Unit 10</b> Food <b>Unit 11</b> Travel <b>Unit 12 (C)-13 (A)</b> Feelings- Nature	<b>Unit 10</b> Food <b>Speaking:</b> Roleplay ordering in a restaurant, explain food and drink culture in your country, explain a menu from your country <b>Developing conversations:</b> Ordering food and drink <b>Grammar:</b> Explaining quantity, me too, me neither and auxiliaries. <b>Vocabulary:</b> In a restaurant, food <b>Reading:</b> An article about public health in Finland	Spark + Unit Revision + Handouts
<b>Monday</b>  <b>Vocabulary Day</b>	p. 94-97 10 Opener, 10A  CEFR CD 1 p. 38-39		

<b>Tuesday</b>	p. 98-101 10B, 10C  CEFR CD 1 p. 40-41	<b>Listening:</b> Two tourists order food in a restaurant, three conversations connected to food.  <b>Unit 11</b> Travel	
<b>Wednesday</b>	p. 104-109 G&V**, 11 Opener, 11A  CEFR CD 1 p. 42-44	<b>Speaking:</b> Roleplay a conversation buying travel tickets, discuss solutions to traffic problems, choose places for a guided tour and explain your choices <b>Developing conversations:</b> Telling the time <b>Grammar:</b> Too much, too many and not enough, superlatives <b>Vocabulary:</b> Travel and tickets, guided tours	
<b>Thursday</b>	p. 110-113 11B, 11C  CEFR CD 1 p. 44-46	<b>Reading:</b> An article about solutions to traffic problems <b>Listening:</b> A conversation in a train station ticket office, extracts from a guided tour.	
<b>Friday</b>	p. 120, 126-129 12 C, 13 Opener, 13 A  CEFR CD 1 p. 49-53	<b>Unit 12</b> Feelings <b>Vocabulary:</b> Health problems, in the news, feelings <b>Reading:</b> Articles from local newspapers <b>Unit 13</b> Nature – Readings from this unit will be assigned as weekend homework (using a flipped approach). <b>Speaking:</b> Have conversations about the weather and make plans, talk about living in the countryside, do a class survey about people's pets and opinions about animals. <b>Developing conversations:</b> What's it like?	

<b>W6*</b> 27 - 31 October 2025	<u><b>Unit 13</b></u> Nature <u><b>Unit 14</b></u> Opinions	<b>Academic Break</b> <b>Republic Day Eve (Morning academic break, official half-day holiday in the afternoon)</b> <b>Republic Day (Holiday)</b>	Spark + Unit Revision + Handouts
<b>Monday</b> 27 October 2025	(Make-up: 10 November 2025)	<u><b>Unit 13</b></u> Nature <b>Speaking:</b> Have conversations about the weather and make plans, talk about living in the countryside, do a class survey about people's pets and opinions about animals. <b>Developing conversations:</b> What's it like? <b>Grammar:</b> Be going to and might, present perfect and how long <b>Vocabulary:</b> Weather, animals <b>Reading:</b> A blog post giving strong opinions about where to live <b>Listening:</b> Three conversations where people make plans, three conversations pets and animals.	
<b>Tuesday</b> 28 October 2025	(Make-up: 12 November 2025)		
<b>Wednesday</b> 29 October 2025	(Make-up: 13 November 2025)	<u><b>Unit 14</b></u> Opinions <b>Speaking:</b> Give your opinions about films, plays and musicals, describe life in your town, city or country, make predictions about the future <b>Developing conversations:</b> What's it like?	

<b>Thursday</b>	p. 130-131, 134-137 13B, 14 Opener, 14A  CEFR CD 1 p. 52-55	<b>Grammar:</b> It's + adjective + to + verb, will/won't for predictions <b>Vocabulary:</b> Describing films, plays and musicals, life in different places <b>Reading:</b> An article about people who have moved to different countries <b>Listening:</b> Two conversations about a film and a musical, a news report.	
<b>Friday</b>	p. 138-141 14B, 14C  CEFR CD 1 p. 56-58		
<b>W7</b> 3 - 7 November 2025	<u><b>Unit 15</b></u> Technology <u><b>Unit 16</b></u> Love  <b>Revision</b>	<b>Speaking Assessment Week</b>  <u><b>Unit 15</b></u> Technology <b>Speaking:</b> Find people to give you information/ advice, discuss the use of technology in society, do a survey about people's opinions and experiences of technology <b>Developing conversations:</b> Saying emails, websites and password <b>Grammar:</b> Be thinking of, descriptive adverbs <b>Vocabulary:</b> Choosing a phone, what technology going wrong <b>Reading:</b> A newsletter describing three types of technology <b>Listening:</b> Two conversations where people ask for advice about buying things, four people answering questions about technology.  <u><b>Unit 16</b></u> Love	Spark + Unit Revision + Handouts
<b>Monday</b>  <b>Vocabulary Day</b>	p. 144-149 Review 7**, G&V**, 15 Opener, 15A  CEFR CD 1 p. 58-60		
<b>Tuesday</b>	p. 150-153 15B, 15C  CEFR CD 1 p. 60-62		

Wednesday	p. 154-159 16 Opener, 16A, 16B  CEFR CD 1 p. 62-64	<b>Speaking:</b> Share news about relationships, write poems about promises, tell a personal story Did I tell you....? <b>Grammar:</b> Will/won't for promises, past continuous <b>Vocabulary:</b> Love and relationships, promises <b>Reading:</b> Four poems about promises <b>Listening:</b> Four conversations about relationships, three people describe experiences of love at first sight	
Thursday	p. 160-162, 164-165 16C, Writing 8, G&V**  CEFR CD 1 p. 64-66		
Friday	Review		
10 - 14 November 2025	1 <sup>st</sup> Midterm: 11 November 2025		
OUTCOMES Pre-Intermediate Student's Book			
W8 17 - 21 November 2025	<u>Unit 1</u> Jobs <u>Unit 2</u> Shops <u>Unit 3</u> Getting here	<u>Unit 1</u> Jobs <b>Speaking:</b> Talk about jobs, talk about experiences at work to give advice, share information and discuss issues around ways of working. <b>Developing conversations:</b> Questions about jobs. <b>Grammar:</b>	Spark + Unit Revision + Handouts



<b>Monday</b> <b>Vocabulary Day</b>	p. 6-11 1 Opener, 1A, 1B  CEFR CD 2 p. 3-5	Present simple and present continuous, zero conditionals <b>Vocabulary:</b> Talking about jobs, how's work. <b>Reading:</b> Three texts about experiences of work <b>Listening:</b> Two conversations about the work people do, a podcast about working from home.	
<b>Tuesday</b> <b>Vocabulary Day</b>	p. 12-17 1C, 2 Opener, 2A  CEFR CD 2 p. 5-7	<b>Unit 2</b> Shops <b>Speaking:</b> Have a conversation about going shopping and what you bought, tell an anecdote about a problem with shopping online, roleplay different situations in shops and mediate the conversations <b>Developing conversations:</b> Complimenting <b>Grammar:</b> Past simple, comparatives <b>Vocabulary:</b> Describing things you bought, shopping online <b>Reading:</b> Four forum posts about online shopping <b>Listening:</b> Two friends talk about a visit to a street market, five conversations in different shops	
<b>Wednesday</b>	p. 18-21 2B, 2C  CEFR CD 2 p. 8-11	<b>Unit 3</b> Getting here <b>Speaking:</b> Roleplay a conversation where you ask for/give directions, share travel experiences, discuss the transport situation where you live	
<b>Thursday</b>	p. 24-29 Review 1**, G&V**, 3 Opener, 3A  CEFR CD 2 p. 11-13		

<b>Friday</b>	p. 30-33 3B, 3C  CEFR CD 2 p. 13-15	<b>Developing conversations:</b> Asking for and giving directions <b>Grammar:</b> Past simple and past continuous, quantifiers with countable and uncountable and uncountable nouns. <b>Vocabulary:</b> Places in town, being late, transport <b>Reading:</b> A blog post about being late <b>Listening:</b> A couple on holiday ask people for directions, A radio travel-news update.	
<b>W9</b> 24 - 28 November 2025	<u><b>Unit 4</b></u> Eat <u><b>Unit 5</b></u> Relax <u><b>Unit 6</b></u> Family and friends	<u><b>Unit 4</b></u> Eat <b>Speaking:</b> Discuss where and what to eat, explain opinions about food-related statements, roleplay ordering in a restaurant live <b>Developing conversations:</b> Making and responding to suggestions <b>Grammar:</b> Present Perfect simple <b>Vocabulary:</b> Restaurants, describing food <b>Reading:</b> An article about breakfast around the world <b>Listening:</b> Two colleagues discuss where to eat, six short conversations in a restaurant	Spark + Unit Revision + Handouts
<b>Monday</b>  <b>Vocabulary Day</b>	p. 34-37, 39 4 Opener, 4A, 4B  CEFR CD 2 p. 15-18		
<b>Tuesday</b>	p. 40-41, 44-45 4C, Review 2, G&V  CEFR CD 2 p. 18-21	<u><b>Unit 5</b></u> Relax <b>Speaking:</b> Invite people to do activities and arrange details, talk about sporting experiences and issues, find out how people experience stress and how they relax	

<b>Wednesday</b>	p. 46-49, 51 5 Opener, 5A, 5B  CEFR CD 2 p. 21-23	<b>Developing conversations:</b> Lending people things <b>Grammar:</b> Plans and arrangements <b>Vocabulary:</b> Activities, gear and places, sports and games, word families <b>Reading:</b> An article about three different sports	
<b>Thursday</b>	p. 52-57 5C, 6 Opener, 6A  CEFR CD 2 p. 23-26	<b>Listening:</b> A visitor and host make plans and arrangements, five people talk about stress and what they do to relax  <b>Unit 6</b> Family and friends <b>Speaking:</b> Share photos and talk about the people in them, discuss habits and possible problems when using social media, find out what you and your family have in common with others. <b>Developing conversations:</b> Explaining who people are	
<b>Friday</b>	p. 58-61 6B, 6C  CEFR CD 2 p. 26-28	<b>Grammar:</b> Question formation, showing similarities <b>Vocabulary:</b> Relationships, using social media, character and habits <b>Reading:</b> A quiz about what kind of online friend you are <b>Listening:</b> Two friends talk about different people, A podcast about birth order	
<b>W10</b> 1 - 5 December 2025	<b>Unit 7</b> Your place <b>Unit 8</b> Always learning	<b>Unit 7</b> Your place <b>Speaking:</b>	Spark + Unit Revision + Handouts

<b>Monday</b>  <b>Vocabulary Day</b>	p. 64-69 Review 3**, G&V**, 7 Opener, 7A  CEFR CD 2 p. 29-31	Talk about where you're from and what it's like, discuss what's good/bad about living in different places, Roleplay a conversation between a host and a guest in their house <b>Developing conversations:</b> Explaining where places are <b>Grammar:</b> Have to, don't have to, can and can't, will/won't <b>Vocabulary:</b> Describing places, staying with people	
<b>Tuesday</b>	p. 70-73 7B, 7C  CEFR CD 2 p. 31-33	<b>Reading:</b> Four descriptions of where different people live <b>Listening:</b> Three conversations about where people are from, a conversation between a host family and their guest	
<b>Wednesday</b>	p. 74-77 8 Opener, 8A  CEFR CD 2 p. 33-34	<b>Unit 8</b> Always learning <b>Speaking:</b> Ask and answer questions about your learning experiences, discuss the pros and cons of online learning, discuss your experiences of, and beliefs about, school	
<b>Thursday</b>	p. 78-81 8B, 8C  CEFR CD 2 p. 34-36	<b>Developing conversations:</b> Showing surprise <b>Grammar:</b> First conditionals, had to/could, have to/allow to <b>Vocabulary:</b> Stages of education, online problems, at school	
<b>Friday</b>	p. 84-85 Review 4**, G&V** p.138-139 14B  CEFR CD 2 p. 36-38, 61-63	<b>Reading:</b> An article about a teacher's experience of running online courses <b>Listening:</b> Three conversations about school and studying, an interview about school experiences  <b>Unit 14</b> Stuff <b>Vocabulary:</b> Things for trips and days out, waste and recycling, compound nouns <b>Reading:</b> An article about recycling, reducing and repairing	

<b>W11</b> 8 - 12 December 2025	<u><b>Unit 9</b></u> Mind and body <u><b>Unit 10</b></u> Places to stay <u><b>Unit 11 (A, B)</b></u> Science and nature	<u><b>Unit 9</b></u> Mind and body <b>Speaking:</b> Have conversations about a healthy issue someone has, discuss ways you and government organizations can help prevent bad health, tell stories about an accident or injury <b>Developing conversations:</b> Common questions <b>Grammar:</b> Giving advice, imperatives <b>Vocabulary:</b> Health issues, healthcare, accidents <b>Reading:</b> An article about healthcare <b>Listening:</b> Three conversations about cures for health issues  <u><b>Unit 10</b></u> Places to stay <b>Speaking:</b> Discuss summer holidays in childhood and how things have changed, Explain problems on holiday and talk about how to resolve them <b>Developing conversations:</b> Apologizing <b>Grammar:</b> Used to <b>Vocabulary:</b> Places to stay, summer holiday activities, problems on holiday <b>Reading:</b> The beginning of a short story about a holiday trip <b>Listening:</b> A man phones a hotel for information, four conversations about problems on holiday	Spark + Unit Revision + Handouts
<b>Monday</b>  <b>Vocabulary Day</b>	p. 86-91 9 Opener, 9A, 9B  CEFR CD 2 p. 38-40		
<b>Tuesday</b>	p. 92-97 9C, 10 Opener, 10A  CEFR CD 2 p. 41-43		
<b>Wednesday</b>	p. 98-100, 104-105 10B, 10C, Review 5**, G&V**  CEFR CD 2 p. 43-45		
<b>Thursday</b>	p. 106-109 11 Opener, 11A  CEFR CD 2 p. 47-49		

Friday	p. 110-111 11B  CEFR CD 2 p. 47-49	<b><u>Unit 11</u></b> Science and nature <b>Speaking:</b> Discuss science and nature stories in the news, talk about unusual animals you've seen and animals in the news, create news stories about science or nature <b>Developing conversations:</b> Responding to news and comments <b>Grammar:</b> Past perfect simple, passives	
W12 15 - 19 December 2025	<b><u>Unit 11</u></b> Science and nature <b><u>Unit 12</u></b> On the phone <b><u>Unit 13 (A)</u></b> Culture	<b><u>Unit 11</u></b> Science and nature <b>Speaking:</b> Discuss science and nature stories in the news, talk about unusual animals you've seen and animals in the news, create news stories about science or nature <b>Developing conversations:</b> Responding to news and comments <b>Grammar:</b> Past perfect simple, passives <b>Vocabulary:</b> Science and nature in the news, talking about animals <b>Reading:</b> Four stories about unusual animal experiences <b>Listening:</b> Four short conversations about science and nature in the news, a radio programme about scientific facts  <b><u>Unit 12</u></b> On the phone <b>Speaking:</b> Practice leaving and taking messages, tell stories about phone experiences, roleplay reporting a crime <b>Developing conversations:</b> Explaining where people are <b>Grammar:</b> Yet, already, just and still, reporting speech	Spa rk + Unit Revision + Handouts
Monday  <b>Vocabulary Day</b>	p. 112-113 11C  CEFR CD 2 p. 48-49		
Tuesday	p. 114-117 12 Opener, 12A  CEFR CD 2 p. 50-52		
Wednesday	p. 118-121 12B, 12C (start)  CEFR CD 2 p. 52-54		

<b>Thursday</b>	p. 120-121, 124-125 12C (cont.), Review 6**, G&V**  CEFR CD 2 p. 54-56	<b>Vocabulary:</b> Using phones, forming negatives, reporting crimes <b>Reading:</b> Three newspaper articles about different stories <b>Listening:</b> Two telephone conversations where people leave messages, a man makes three phone calls connected to a crime he's experienced <b>Unit 13</b>	
<b>Friday</b>	p. 126-129 13 Opener, 13A  CEFR CD 2 p. 56-57	<b>Culture</b> <b>Speaking:</b> Have a discussion about what film/ series you watch, explain your experiences and opinions of learning and making music, do a survey about other people's cultural interests and attitudes <b>Developing conversations:</b> Asking questions about films and series <b>Grammar:</b> Be supposed to, present perfect continuous	
<b>Week 13</b>	<b>Event Alert:</b>	<b>Quiz Show</b> (tentative, exact day will be announced)	
<b>W13</b> 22 - 26 December 2025	<b><u>Unit 13 (B, C)</u></b> Culture <b><u>Unit 14 (A, C)</u></b> Stuff <b><u>Unit 15</u></b> Money	<b><u>Speaking Assessment Week</u></b>  <b><u>Unit 13</u></b> Culture <b>Vocabulary:</b> Films and series, music and learning <b>Reading:</b> A blog post about a person's experiences with music <b>Listening:</b> Two friends discuss what to watch, four people talk about a favourite band, video game, artist or writer  <b><u>Unit 14</u></b> Stuff	Spark + Unit Revision + Handouts
<b>Monday</b>  <b>Vocabulary Day</b>	p. 130-131 13B  CEFR CD 2 p. 57-58		



<b>Tuesday</b>	p. 132-133, 140-141 13C, 14C  CEFR CD 2 p. 60-63	<b>Speaking:</b> Organize a picnic celebration and discuss what to take, share opinions, experiences and ideas on the circular economy, discuss gift- giving and choose presents for different occasions <b>Developing conversations:</b> Explaining what you need and don't need <b>Grammar:</b> Defining relative clauses, talking about rules	
<b>Wednesday</b>	p. 134-136 14 Opener, 14A  CEFR CD 2 p. 60-61	<b>Vocabulary:</b> Things for trips and days out, compound nouns <b>Reading:</b> Reducing and repairing <b>Listening:</b> Two friends plan a trip and what to take, five people talk about presents	
<b>Thursday</b>	p. 144-149 Review 7**, G&V**, 15 Opener, 15A  CEFR CD 2 p. 64-66	<b>Unit 15</b> Money <b>Speaking:</b> Roleplay a conversation about the economy, try to persuade people to support a particular charity, discuss the best way to react in different money-related situations	
<b>Friday</b>	p. 150-153 15B, 15C  CEFR CD 2 p. 67-69	<b>Developing conversations:</b> Comparing prices <b>Grammar:</b> Time phrases and verb forms, second conditionals <b>Vocabulary:</b> Talking about the economy, charities, money and banks <b>Reading:</b> An article about five different charities <b>Listening:</b> Five people talk about the economy where there live, four conversations about money problems	
<b>W14*</b> 29 December 2025 - 2 January 2026	<b>Unit 16</b> Events  <b>Revision</b>	<b>Speaking Assessment Week</b>  <b>Unit 16</b>	Spark + Unit Revision + Handouts

<b>Monday</b> <b>Vocabulary Day</b>	p. 154-157 16 Opener, 16A,  CEFR CD 2 p. 69-70	Events <b>Speaking:</b> Describe parties you’ve been to, discuss important events from a particular year in history, talk about an amazing day you’ve had <b>Developing conversations:</b> Asking linked questions	
<b>Tuesday</b>	p. 158-159 16B  CEFR CD 2 p. 70-71	<b>Grammar:</b> Articles, verb patterns (-ing form or infinitive with to) <b>Vocabulary:</b> Describing parties, historical events <b>Reading:</b>	
<b>Wednesday</b>	p. 160-161 16C  CEFR CD 2 p. 70-72	An article about important events in the year 2000 <b>Listening:</b> Three conversations about parties, five people talk about special events they’ve experienced <b>Revision</b>	
<b>Thursday</b> 1 January 2026	(Make-up: 5 January 2026)	<b>New Year’s Day</b>	
<b>Friday</b>	<b>Revision</b>		
5 - 9 January 2026	<b>2<sup>nd</sup> Midterm 6 January 2026</b>		

## SPRING SEMESTER

**Level:** B1+

**Resource/Book:** NGL OUTCOMES Intermediate and Upper-Intermediate /with online platform Spark/

**CEFR correlation:** OUTCOMES INTERMEDIATE CEFR CORRELATION FRAMEWORK LEVEL B1-B2 document (CEFR CD 3) (SFL shared folder) & OUTCOMES UPPER-INTERMEDIATE CEFR CORRELATION FRAMEWORK LEVEL B2 document (CEFR CD 4) (SFL shared folder)

Week	Unit	Content	Extra Practice
<b>OUTCOMES Intermediate Student's Book</b>			
<b>W1</b> 2 – 6 February 2026	<u><b>Unit 1</b></u> First class <u><b>Unit 2</b></u> Feelings <u><b>Unit 3 (A)</b></u> Time off	<u><b>Unit 1</b></u> First class <b>Speaking:</b> Get to know people you've just met, share and discuss language-learning tips, compare study goals and needs and find a study partner <b>Developing conversations:</b> Asking follow-up questions <b>Grammar:</b> Auxiliary verbs, present simple and present continuous <b>Vocabulary:</b> All about me, learning languages <b>Reading:</b> A blog post about amazing language learners <b>Listening:</b> Two conversations in which people meet for the first time, four extracts about language learning	Spark + Unit Revision + Handouts
<b>Monday</b>  <b>Vocabulary Day</b>	p. 6-11 1 Opener, 1A, 1B  CEFR CD 3 p. 3-5		

<b>Tuesday</b>	p. 12-17 1C, 2 Opener, 2A  CEFR CD 3 p. 5-8	<b><u>Unit 2</u></b> Feelings <b>Speaking:</b> Talk about how you feel and why, share stories about particular times in your life, talk about negative feelings and how to deal with them <b>Developing conversations:</b> Response expressions	
<b>Wednesday</b>	p. 18-23 2B, 2C  CEFR CD 3 p. 8-13	<b>Grammar:</b> Linking verbs, telling stories <b>Vocabulary:</b> Feelings, adjectives with –ed and –ing <b>Reading:</b> An article about how one man overcame his biggest fear <b>Listening:</b>	
<b>Thursday</b>	Academic English 1*	Two conversations about how people are feeling, four people describe difficult situations  <b><u>Unit 3</u></b> Time off <b>Speaking:</b> Roleplay a conversation recommending places to visit, talk about public holidays and your plans for the next one, research and plan a one-week holiday <b>Developing conversations:</b> Giving and responding	
<b>Friday</b>	p. 24-29 Review 1**, G&V**, 3 Opener, 3A  CEFR CD 3 p. 13-15	<b>Grammar:</b> Future plans, present perfect simple <b>Vocabulary:</b> Places of interest, public holidays, choosing a holiday <b>Reading:</b> An article about different public holidays in the world <b>Listening:</b> A conversation between a tourist and a hotel receptionist, a podcast on travel  *Academic English 1: See the Academic English Syllabus for more details.	
<b>W2</b> 9 - 13 February 2026	<b><u>Unit 3</u></b> Time off	<b><u>Unit 3</u></b> Time off <b>Speaking:</b>	Spark + Unit Revision + Handouts

	<b>Unit 4</b> Interests	Roleplay a conversation recommending places to visit, talk about public holidays and your plans for the next one, research and plan a one-week holiday <b>Developing conversations:</b> Giving and responding <b>Grammar:</b>	
<b>Monday</b> <b>Vocabulary Day</b>	p. 30-33 3B, 3C  CEFR CD 3 p. 16-18	Future plans, present perfect simple <b>Vocabulary:</b> Places of interest, public holidays, choosing a holiday <b>Reading:</b> An article about different public holidays in the world	
<b>Tuesday</b>	p. 34-37 4 Opener, 4A  CEFR CD 3 p. 18-19	<b>Listening:</b> A conversation between a tourist and a hotel receptionist, a podcast on travel  <b>Unit 4</b> Interests	
<b>Wednesday</b>	p. 38-41 4B, 4C  CEFR CD 3 p. 19-22	<b>Speaking:</b> Have conversations about free-time activities, talk about aspects of music and why you like/ don't like them, do a survey into people's use of local facilities and how to improve them <b>Developing conversations:</b> Are you any good? <b>Grammar:</b>	
<b>Thursday</b>	<b>Academic English 2</b>	Habit and frequency, present perfect continuous and past simple for duration <b>Vocabulary:</b> Free time activities, musical tastes, competition <b>Reading:</b> Forum posts about music playlists	
<b>Friday</b>	p. 42-45 Writing 2, Review 2**, G&V**  CEFR CD 3 p. 24-25	<b>Listening:</b> Three conversations about free-time activities, two people talk about a hidden talent  <b>Academic English 2</b>	
<b>Week 3</b>	<b>Event Alert:</b>	<b>Vocabulary Competition</b> (tentative, exact day will be announced)	

<b>W3</b> 16 - 20 February 2026	<u><b>Unit 5</b></u> Working life <u><b>Unit 6</b></u> Buying and selling	<u><b>Unit 5</b></u> Working life <b>Speaking:</b> Talk about jobs and what they involve, make and discuss work-related predictions, discuss rules and freedoms at work <b>Developing conversations:</b> Doing what? <b>Grammar:</b> Must/can't comments and replies, talking about rules <b>Vocabulary:</b> Describing jobs, phrases with be and get, work rules and laws <b>Reading:</b> A magazine article about different jobs <b>Listening:</b> Three conversations about what jobs people do, three conversations about rules at work  <u><b>Unit 6</b></u> Buying and selling <b>Speaking:</b> Roleplay a conversation in a phone shop, discuss how the way we shop is changing, practise buying/selling things and trying to get a good price <b>Developing conversations:</b> Avoiding repetition <b>Grammar:</b> Comparisons, noun phrases <b>Vocabulary:</b> Choosing new technology, clothes and accessories, buying and selling <b>Reading:</b> A quiz about clothes shopping habits <b>Listening:</b> A conversation in a mobile phone shop, four people describe different souvenirs  Academic English 3	Spark + Unit Revision + Handouts
<b>Monday</b>  Vocabulary Day	p. 46-49 5 Opener, 5A  CEFR CD 3 p. 26-27		
<b>Tuesday</b>	p. 50-53 5B, 5C  CEFR CD 3 p. 27-30		
<b>Wednesday</b>	p. 54-57 6 Opener, 6A  CEFR CD 3 p. 30-31		
<b>Thursday</b>	Academic English 3		
<b>Friday</b>	p. 58-61 6B, 6C  CEFR CD 3 p. 32-33		

<b>W4</b> 23 - 27 February 2026	<u><b>Unit 7</b></u> Eating <u><b>Unit 8 (A)</b></u> Education	<u><b>Unit 7</b></u> Eating <b>Speaking:</b> Create and explain a menu in your language to someone in English, talk about personal and cultural habits in diet and eating, make plans for a food business and present it to the class <b>Developing conversations:</b> Describing dishes <b>Grammar:</b> Generalizations and tend to, first conditionals <b>Vocabulary:</b> Talking about food, diet and the food industry <b>Reading:</b> An article about the use of colour in food and the food industry <b>Listening:</b> A conversation between colleagues in a restaurant, A podcast about starting a food business  <u><b>Unit 8</b></u> Education <b>Speaking:</b> Have conversations about courses you've done/ you're doing, share information and discuss what's effective in education, have a debate about educational issues <b>Developing conversations:</b> Showing you understand <b>Grammar:</b> Future time clauses, second conditionals <b>Vocabulary:</b> Describing courses, forming nouns, schools and universities <b>Reading:</b> An article about educational research <b>Listening:</b> Two colleagues talk about a course, four extracts about situations and issues at school/ university  Academic English 4	Spark + Unit Revision + Handouts
<b>Monday</b>  Vocabulary Day	p. 62-65 Writing 3, Review 3**, G&V**  CEFR CD 3 p. 34-35		
<b>Tuesday</b>	p. 66-69 7 Opener, 7A  CEFR CD 3 p. 35-37		
<b>Wednesday</b>	p. 70-73 7B, 7C  CEFR CD 3 p. 37-39		
<b>Thursday</b>	Academic English 4		
<b>Friday</b>	p. 74-77 8 Opener, 8A  CEFR CD 3 p. 40-41  Academic English 4		



<b>W5</b> 2 - 6 March 2026	<b>Unit 8</b> Education <b>Unit 9</b> Houses	<b>Unit 8</b> Education <b>Speaking:</b> Have conversations about courses you've done/ you're doing, share information and discuss what's effective in education, have a debate about educational issues <b>Developing conversations:</b> Showing you understand <b>Grammar:</b> Future time clauses, second conditionals <b>Vocabulary:</b> Describing courses, forming nouns, schools and universities	Spark + Unit Revision + Handouts
<b>Monday</b>  <b>Vocabulary Day</b>	p. 78-81 8B, 8C  CEFR CD 3 p. 41-43	<b>Reading:</b> An article about educational research <b>Listening:</b> Two colleagues talk about a course, four extracts about situations and issues at school/ university  <b>Unit 9</b> Houses <b>Speaking:</b> Roleplay a conversation about a friend's new home, talk about social and economic changes, roleplay a conversation between a student and a host <b>Developing conversations:</b> Explaining how big a place is <b>Grammar:</b> Present perfect simple and present perfect continuous, comparing now and the past <b>Vocabulary:</b> Describing homes and places to live <b>Reading:</b> An article about housing in South Korea and the UK <b>Listening:</b> Two people talk about their friends' new apartment, four conversations about places to live  <b>Academic English 5</b>	
<b>Tuesday</b>	p. 82-85 Writing 4, Review 4**, G&V**  CEFR CD 3 p. 44-45		
<b>Wednesday</b>	p. 86-89 9 Opener, 9A  CEFR CD 3 p. 46-47		
<b>Thursday</b>	<b>Academic English 5</b>		
<b>Friday</b>	p. 90-93 9B, 9C  CEFR CD 3 p. 47-51		

<b>W6</b> 9 - 13 March 2026	<u><b>Unit 10</b></u> Going out <u><b>Unit 11 (A)</b></u> The natural world	<b>Speaking Assessment Week</b>  <u><b>Unit 10</b></u> Going out <b>Speaking:</b> Invite people to a cultural event, describe nights out, research and plan a class outing <b>Developing conversations:</b> Explaining where places are <b>Grammar:</b> Quantifiers, future in the past <b>Vocabulary:</b> Cultural events, idioms, describing events <b>Reading:</b> An article about nights out around the world <b>Listening:</b> Two friends arrange to go out, three conversations about what people did last night  <u><b>Unit 11</b></u> The natural world <b>Speaking:</b> Share stories about encounters with animals, tell each other about different challenges, discuss how the profits from natural resources might best be used <b>Developing conversations:</b> Helping people tell stories <b>Grammar:</b> Managed to, be able to and be forced to, passives <b>Vocabulary:</b> Identifying animals, challenges and achievements, natural resources <b>Reading:</b> An article about a mountain climber <b>Listening:</b> Three conversations about animals, a lecture about natural resources	Spark + Unit Revision + Handouts
<b>Monday</b>  <b>Vocabulary Day</b>	p. 94-97 10 Opener, 10A  CEFR CD 3 p. 52-53		
<b>Tuesday</b>	p. 98-101 10B, 10C  CEFR CD 3 p. 54-57		
<b>Wednesday</b>	p. 102-105 Writing 5, Review 5**, G&V**  CEFR CD 3 p. 58-59		
<b>Thursday</b>	<b>Academic English 6</b>		

<b>Friday</b>	p. 106-109 11 Opener, 11A  CEFR CD 3 p. 60-61	<b>Academic English 6</b>	
<b>W7*</b> 16 - 20 March 2026	<b>Unit 11</b> The natural world  <b>Revision</b>	<b>Speaking Assessment Week</b>  <b>Unit 11</b> The natural world <b>Speaking:</b> Share stories about encounters with animals, tell each other about different challenges, discuss how the profits from natural resources might best be used <b>Developing conversations:</b> Helping people tell stories <b>Grammar:</b> Managed to, be able to and be forced to, passives	Spark + Unit Revision + Handouts
<b>Monday</b>  <b>Vocabulary Day</b>	p. 110-113 11B, 11C  CEFR CD 3 p. 61-64	<b>Vocabulary:</b> Identifying animals, challenges and achievements, natural resources <b>Reading:</b> An article about a mountain climber <b>Listening:</b> Three conversations about animals, a lecture about natural resources	
<b>Tuesday</b>	Revision	<b>Academic English 7</b>  <b>Revision</b>	
<b>Wednesday</b>	<b>Academic English 7</b> + Revision		
<b>Thursday</b> 19 March 2026	(Make-up: 23 March 2026)	<b>Ramadan Eve (Morning academic break, official half-day holiday in the afternoon)</b> <b>Ramadan Holiday (Friday)</b>	
<b>Friday</b> 20 March 2026	<b>Revision</b> (Make-up: 25 March 2026)		

23 - 27 March 2026	3 <sup>rd</sup> Midterm <u>24 March 2026</u>		
<b>W8</b> 30 March – 3 April 2026	<u><b>Unit 12</b></u> People I know <u><b>Unit 13</b></u> Journeys <u><b>Unit 14 (A)</b></u> Technology	<u><b>Unit 12</b></u> People I know <b>Speaking:</b> Have conversations about people you know and find similarities, discuss the role of grandparents, discuss findings of studies on friendship and age <b>Developing conversations:</b> That's like.... <b>Grammar:</b> Talking about memories, expressing regret using wish <b>Vocabulary:</b> Talking about character, friendships <b>Reading:</b> An article about becoming a grandparent <b>Listening:</b> Two friends discuss what other people are like, five people talk about a shared friend  <u><b>Unit 13</b></u> Journeys <b>Speaking:</b> Describe a terrible journey, reflect on past events, roleplay a conversation about a travel problem <b>Developing conversations:</b> How come? <b>Grammar:</b> Third conditionals, should have <b>Vocabulary:</b> Phrasal verbs, extreme adjectives <b>Reading:</b> An article about one refugee's remarkable journey	Spark + Unit Revision + Handouts
<b>Monday</b> <b>Vocabulary Day</b>	p. 114-117, 120-121 12 Opener, 12A, 12C  CEFR CD 3 p. 64-68		
<b>Tuesday</b>	p. 118-119, 122-123 12B, Writing 6, G&V**  CEFR CD 3 p. 68-71		
<b>Wednesday</b>	p. 126-131 13 Opener, 13A, 13B  CEFR CD 3 p. 76-78		
<b>Thursday</b>	<b>Academic English 8</b>		

Friday	p. 132-137 13C, 14 Opener, 14A  CEFR CD 3 p. 76-78	<b>Listening:</b> Two conversations about bad journeys, four conversations about travel problems  <b>Unit 14</b> Technology <b>Speaking:</b> Roleplay conversations about tech problems, discuss issues around video gaming, decide how useful different apps and gadgets are <b>Developing conversations:</b> Sorting out problems <b>Grammar:</b> Articles, infinitive with to or- ing form <b>Vocabulary:</b> Computer problems, apps and gadgets <b>Reading:</b> An article about jobs in the gaming industry <b>Listening:</b> Four phone calls reporting IT issues, a podcast about apps	
<b>W9</b> 6 - 10 April 2026	<b>Unit 14 (B, C)</b> Technology <b>Unit 15</b> Injuries and illness <b>Unit 16</b> News and events	<b>Unit 14</b> Technology <b>Speaking:</b> Roleplay conversations about tech problems, discuss issues around video gaming, decide how useful different apps and gadgets are <b>Developing conversations:</b> Sorting out problems <b>Grammar:</b> Articles, infinitive with to or- ing form <b>Vocabulary:</b> Computer problems, apps and gadgets <b>Reading:</b> An article about jobs in the gaming industry <b>Listening:</b> Four phone calls reporting IT issues, a podcast about apps  <b>Unit 15</b>	Spark + Unit Revision + Handouts
Monday  <b>Vocabulary Day</b>	p. 138-141, 145 14B, 14C, G&V**  CEFR CD 3 p. 79-84	Computer problems, apps and gadgets <b>Reading:</b> An article about jobs in the gaming industry <b>Listening:</b> Four phone calls reporting IT issues, a podcast about apps  <b>Unit 15</b>	

<b>Tuesday</b>	p. 146-151 15 Opener, 15A, 15B  CEFR CD 3 p. 84-86	Injuries and illness <b>Speaking:</b> Roleplay patient- doctor conversations, discuss health warnings and your response to them, tell and retell stories about accidents <b>Developing conversations:</b> Short questions with any <b>Grammar:</b> Adverbs, reported speech
<b>Wednesday</b>	p. 152-157 15C, 16 Opener, 16A  CEFR CD 4 p. 87-91	<b>Vocabulary:</b> Symptoms and treatments, word class and suffixes, accidents and injuries <b>Reading:</b> A blog post about parental health warnings <b>Listening:</b> Two patient-doctor conversations in a hospital, a conversation about an accident
<b>Thursday</b>	Academic English 9	<b>Unit 16</b> News and events <b>Speaking:</b> Have conversations about different news stories, discuss your views on fame, celebrities and culture, create and do a quiz about people in history and the news <b>Developing conversations:</b> Introducing and commenting and commenting on news <b>Grammar:</b> Reporting verbs, defining relative clauses <b>Vocabulary:</b> News stories, important figures <b>Reading:</b> An article about celebrity news <b>Listening:</b> Five short conversations about news stories, three conversations about historic figures  Academic English 9
<b>Friday</b>	p. 158-161 16B, 16C, G&V**  CEFR CD 3 p. 92-94	

# OUTCOMES Upper-Intermediate Student's Book

W10 13 - 17 April 2026	<b>Unit 5</b> Sports and Interests <b>Unit 8</b> Crime and punishment	<b>Unit 5</b> Sports and Interests <b>Speaking:</b> Roleplay conversations about future arrangements, talk about past mistakes and regrets, discuss past and present interest <b>Developing conversations:</b> Checking what you heard <b>Grammar:</b> Past modals, the present perfect simple and continuous <b>Vocabulary:</b> Health and fitness, sport, injuries and accidents <b>Reading:</b> An article about the benefits of sport <b>Listening:</b> Three conversations about free-time activities, three people talk about someone who loves extreme activities <b>Unit 8</b> Crime and punishment <b>Speaking:</b> Have conversations about crimes, relate and discuss recent trends including their causes and results, debate different statements about crime and society <b>Developing conversations:</b> Comments and questions <b>Grammar:</b> Showing degrees of certainty with modal verbs, nouns with prepositions <b>Vocabulary:</b> Crimes, trends and statistics, crime and punishment <b>Reading:</b> An article about crime trends in Riga and around the world <b>Listening:</b> Three conversations about crimes, a radio programme about different attitudes to punishment and rehabilitation  <b>Academic English 10</b>	Spark + Unit Revision + Handouts
Monday <b>Vocabulary Day</b>	p. 46-50 5 Opener, 5A, 5B (start)  CEFR CD 4 p. 26-30		
Tuesday	p. 51-53 5B (cont.), 5C  CEFR CD 4 p. 28-31		
Wednesday	p. 74-77 8 Opener, 8A  CEFR CD 4 p. 43-45		
Thursday	<b>Academic English 10</b>		
Friday	p. 78-81 8B, 8C  CEFR CD 4 p. 45-48		



<b>W11*</b> 20 - 24 April 2026	<u><b>Unit 6</b></u> Accommodation <u><b>Unit 7</b></u> Nature	<u><b>Unit 6</b></u> Accommodation <b>Speaking:</b> Talk about places you have stayed in discuss culture shock and your experiences of it, practise ways of resolving problems <b>Developing conversations:</b> Negative questions <b>Grammar:</b> Modifiers, have/get something done <b>Vocabulary:</b> Where you stayed, common idioms <b>Reading:</b> Four emails from someone who has moved abroad <b>Listening:</b> Two conversations where people talk about places they have stayed, an extract from a radio programme about culture shock, four conversations about accommodation problems  <u><b>Unit 7</b></u> Nature <b>Speaking:</b> Discuss different types of weather, practise relating news stories about pets and wildlife, discuss attitudes to nature through different quotes <b>Developing conversations:</b> Making stories more dramatic <b>Grammar:</b> Narrative forms, participle clauses <b>Vocabulary:</b> Weather the storm, plants and metaphor <b>Reading:</b> Four news stories about animals in the headlines <b>Listening:</b> Two people share experiences of extreme weather, five conversations connected to plants  <b>National Sovereignty and Children's Day (Holiday)</b> <b>Academic Break (Friday)</b>	Spark + Unit Revision + Handouts
<b>Monday</b>  <b>Vocabulary Day</b>	p. 54-57 6 Opener, 6A  CEFR CD 4 p. 31-33		
<b>Tuesday</b>	p. 60-61 6C  CEFR CD 4 p. 35-36		
<b>Wednesday</b>	p. 70-71 7B  CEFR CD 4 p. 40-41		
<b>Thursday</b> 23 April 2026	(Make-up: 26 March 2026)		
<b>Friday</b> 24 April 2026	(Make-up: 27 March 2026)		

<b>W12*</b> 27 April - 1 May 2026	<u><b>Unit 9</b></u> Careers and studying <u><b>Unit 10</b></u> Socializing	<u><b>Unit 9</b></u> Careers and studying <b>Speaking:</b> Roleplay conversations about how your job is going, talk about people and events that have had a big impact on you, give a short presentation <b>Developing conversations:</b> Feelings about the future <b>Grammar:</b> Conditionals with present forms, conditionals with past forms <b>Vocabulary:</b> Working life, introducing a presentation <b>Reading:</b> Four texts about first jobs <b>Listening:</b> A conversation between two friends about their jobs, an extract from a podcast about young people and the job market, a presentation about the PISA study  <u><b>Unit 10</b></u> Socializing <b>Speaking:</b> Plan a celebration with friends, talk about embarrassing social mistakes, discuss attitudes towards small talk <b>Developing conversations:</b> Arranging to meet <b>Grammar:</b> The future perfect, Question tags <b>Vocabulary:</b> Celebrating, parties <b>Reading:</b> An article about people making embarrassing mistakes	Spark + Unit Revision + Handouts
<b>Monday</b>  <b>Vocabulary</b> <b>Day</b>	p. 86-91 9 Opener, 9A, 9B  CEFR CD 4 p. 50-54		
<b>Tuesday</b>	p. 94-97 10 Opener, 10A  CEFR CD 4 p. 56-58		
<b>Wednesday</b>	p. 98-101 10B, 10C  CEFR CD 4 p. 58-60		

Thursday	Academic English 11	<b>Listening:</b> A conversation between three friends planning a celebration, five conversations about social situations  Academic English 11  <b>Labour Day (Holiday)</b>	
Friday 1 May 2026	(Make-up: 18 May 2026)		
Week 13	<b>Event Alert:</b>	<b>Annual Debates</b> (tentative, exact day will be announced)	
W13 4 - 8 May 2026	<u>Unit 14</u> Banks and money <u>Unit 16</u> Business	<u>Unit 14</u> Banks and money <b>Speaking:</b> Roleplay conversations about money problems, talk about wishes and regrets, take part in a debate about money  <b>Developing conversations:</b> Apologizing and offering explanations <b>Grammar:</b> Passives, wish <b>Vocabulary:</b> Money problems, metaphors connected to money	Spark + Unit Revision + Handouts
Monday  <b>Vocabulary Day</b>	p. 134-137 14 Opener, 14A  CEFR CD 4 p. 79-82	<b>Reading:</b> A Chinese folk tale about attitudes to work and wealth <b>Listening:</b> Two conversations involving problems with banks and money, two speakers take part in a debate about banning lotteries	
Tuesday	p. 138-141 14B, 14C  CEFR CD 4 p. 82-84		
Wednesday	p. 154-157 16 Opener, 16A  CEFR CD 4 p. 90-93	<u>Unit 16</u> Business <b>Speaking:</b>	

<b>Thursday</b>	Academic English Revision	Call about a business issue and arrange a meeting, discuss the qualities of successful people, present and discuss ideas for a business investment <b>Developing conversations:</b> Using would to show formality <b>Grammar:</b> The future continuous, expressing obligation and ability <b>Vocabulary:</b> Business meetings and communication, how's the business doing?	
<b>Friday</b>	p. 144-145 Review 7  CEFR CD 4 p. 85-86 <b>Revision</b>	<b>Reading:</b> The profile of a new African entrepreneur <b>Listening:</b> Two business-related phone calls, a radio discussion about a reality TV programme.  Academic English Revision	
<b>W14</b> <b>Project Week</b> 11 - 15 May 2026	<b>Project Week</b>	<b>Project Submissions</b>  <b>Revision</b>	Spark + Unit Revision + Handouts
<b>Monday</b>	Project Submissions		
<b>Tuesday</b>	Project Submissions		
<b>Wednesday</b>	Project Submissions		

Thursday	Project Submissions		
Friday	Project and Prep Program Grade Submission Deadline		
<u>20 May 2026</u>	English Proficiency Exam		

Date of Preparation:

01.08.2025

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