



**ERCIYES UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
PREPARATORY YEAR ENGLISH PROGRAM
CURRICULUM & SYLLABUS DOCUMENT**

1. General Information

Course Title	Preparatory Year English Program-Level 1	LOCAL CREDIT : 0
Term	Fall	
Department	School of Foreign Languages	ECTS CREDIT : 0
Instructor	Department Head: Asst. Prof. Aysin Kalaycı	

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2. Course Information

COURSE DESCRIPTION: This course aims to equip students with a foundational competence in English by focusing on the integrated development of the four key language skills: listening, speaking, reading, and writing. The primary instructional material is Empower Elementary 2nd Edition, which is supplemented with additional resources to support learning outcomes. The course adopts a balanced approach, integrating systematic grammar practice with communicative activities to support both accuracy and fluency. Emphasis is placed on vocabulary enrichment, grammatical accuracy, and practical language use in real-life contexts. By the end of the course, students are expected to progress from recognizing and understanding basic language structures to actively applying them in oral and written communication with greater confidence.

COURSE PREREQUISITES:

- There are no formal prerequisites for this course. It is suitable for students who are at the beginner level of English, ranging from complete beginners to those with a basic knowledge of vocabulary and grammar (A0–A1 according to the Common European Framework of Reference for Languages, CEFR). The course aims to support students' progress from the beginner level towards A2 competence.

Learner Characteristics

- Students are more likely to benefit from the course if they:
- demonstrate intrinsic motivation,
- apply effective learning strategies,
- show or develop learner autonomy,
- attend classes regularly,
- actively participate in individual, pair, and group activities, and
- make use of dictionaries and extracurricular learning opportunities.
- Students who do not consistently engage in these practices will still be able to make progress, but their development will largely depend on the effort they invest in their learning.

LEARNING OBJECTIVES

By the end of this course, students are expected to be able to:

1. Understand the main ideas and specific details in simple spoken English on familiar topics.

2. Communicate effectively in everyday situations by participating in short conversations and discussions.
3. Read and interpret short texts to identify key ideas, supporting details, and specific information.
4. Write clear and coherent sentences and short paragraphs on familiar topics and personal experiences.
5. Demonstrate increased confidence in using English for personal, academic, and social purposes.

Listening

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

- comprehend the main points of clear standard speech on familiar topics (introductions, family, leisure, daily routines);
- recognize specific details in dialogues (times, dates, personal information) and short monologues;
- answer comprehension questions related to key ideas and details in spoken texts.

Speaking

Spoken Interaction

- handle everyday situations that may arise while travelling in English-speaking contexts;
- engage in conversations on familiar topics such as family, hobbies, work, travel, and current events.

Spoken Production

- give short, organized talks using appropriate vocabulary;
- introduce themselves and others, and discuss jobs, families, interests, daily routines, and past experiences;
- ask for and give directions, express preferences, make polite requests, and participate in role-plays (e.g., shopping, ordering meals).

Reading

- read and comprehend short texts on everyday topics (blogs, stories, descriptions);
- identify key information (people, dates, places) and follow the sequence of events in narratives;
- infer meaning from context and answer comprehension questions.

Writing

- write short, coherent paragraphs on familiar topics (family, work, holidays);
- produce simple descriptions, narratives, and functional texts (e.g., emails, blog entries);
- use basic connectors (and, but, so, because) and write short texts in common formats (e.g., formal email, descriptive writing).

COURSE STRUCTURE

• Instruction

Lessons will integrate direct instruction, guided practice, and individual work. Empower Elementary 2nd Edition will be the main coursebook, supported by supplementary materials.

• Classroom Interaction

Student-centred learning will be encouraged through pair work, group work, and whole-class activities, including discussions, role-plays, and collaborative tasks.

- **Lesson Procedure**

Each lesson begins with a short review, followed by new input. Activities include listening, speaking, reading, and writing tasks, supported by grammar and vocabulary practice and opportunities for free language production.

- **Activity Types**

- Reading: skimming, scanning, answering comprehension questions, prediction tasks, matching, T/F, and reading aloud.
- **Listening:** gap-fills, comprehension questions, sequencing, and peer discussions based on short monologues or dialogues.
- **Speaking:** controlled drills and role-plays, as well as free practice (discussions, interviews, group tasks).
- **Writing:** guided writing with sentence frames, models and planning activities, followed by increasingly independent paragraph writing on familiar topics.

GENERAL LINGUISTIC RANGE:

General Range

Students develop vocabulary and structures to interact in everyday contexts (introductions, daily routines, leisure, preferences, locations, past experiences, and future plans).

Vocabulary

- Topic-based vocabulary (family, routines, leisure, food, holidays, weather).
- Descriptions of people, places, jobs, and transport.
- Vocabulary expansion through both controlled and communicative tasks.

Grammar

Main grammar structures: *to be, Present Simple, can/can't, was/were, could, Past Simple, have got, Present Continuous, going to, infinitive of purpose, Present Perfect.*

Other areas: *there is/are, count/uncount nouns, comparatives and superlatives, Would you like...?*

Accuracy and Control

- Generally accurate use of basic grammatical patterns.
- Errors may occur but do not hinder communication.
- Basic vocabulary control on familiar topics; limited flexibility with more complex ideas.

Phonological Control

- Clear pronunciation of most common words and expressions.
- Some difficulties with stress/intonation and less familiar vocabulary, but intelligibility is maintained.

Orthographic Control

- Correct spelling of everyday words; occasional errors in less frequent terms.
- Writing is generally coherent with minor issues in punctuation and layout.

COURSE MATERIAL:

- Empower Second Edition: Elementary Level

- Supplementary resources provided by instructors.

GRADING:

- Grammar- Reading- Vocabulary Exams: % 25
- Listening Exams: % 10
- Writing Exams: % 10
- Speaking Exams: % 10
- Quizzes: % 20
- Project: % 5
- In-class Writing Practices: % 10
- Online Practice: % 5
- In-class Performance: % 5
- Level Exit Exam pass grade: 70

SKILLS DEVELOPMENT

- **Reading**
Students engage with a variety of authentic and adapted texts to expand vocabulary and reinforce grammar. Reading tasks focus on developing sub-skills such as skimming for the main idea, scanning for details, making inferences, identifying references, and deducing meaning from context. Activities include comprehension questions, matching, prediction, and follow-up discussions that encourage students to reflect on the content.
- **Speaking**
Communicative activities provide students with key vocabulary and phrases related to the course themes. Through pair work, group discussions, class debates, and short presentations, students practice expressing ideas, negotiating meaning, and responding appropriately in different contexts. These activities aim to build fluency, accuracy, and confidence, while also giving students a clear sense of progress in their speaking ability.
- **Listening**
Listening practice is based on engaging materials such as interviews, discussions, short monologues, and dialogues. Tasks help students develop essential skills: listening for gist, identifying specific details, drawing conclusions, recognizing tone, register, and style, and interpreting meaning in context. Pre-listening and post-listening activities encourage prediction, reflection, and integration with speaking and writing.
- **Writing**
Each unit includes a writing lesson designed to help students produce accurate and coherent texts. Students are first exposed to a model text that highlights key discourse features (e.g., pronouns, linking words, sentence structure), which they then analyze and imitate. Writing tasks range from practical exercises, such as filling in forms and preparing job applications, to creative tasks, such as writing descriptive emails, short narratives, and biographical accounts. Formal and informal writing styles are compared to raise awareness of tone and register. Grammar and vocabulary from previous lessons are recycled, supporting both accuracy and creativity in written production.
- **Functional English**
Students are introduced to real-life language through audio-visual exercises and role-plays. Activities focus on functional communication in everyday situations, such as shopping, making reservations, checking into hotels or airports, and social interactions. Key functions include requesting and giving personal information, making and responding to suggestions, agreeing and disagreeing politely, asking for and giving directions, and

expressing needs or preferences. By practicing these scenarios, students develop both listening comprehension and active use of natural language. Functional English lessons are designed to prepare students for real-world communication by combining listening, speaking, and vocabulary practice in authentic contexts.

3. SYLLABI

3.1. MAIN COURSE SYLLABUS FOR 2026-2027 1st QUARTER

WEEK	DURATION	CONTENT	LEARNING OBJECTIVES
WEEK 1	18 HOURS	UNIT 0 (pp. 6-8) Welcome! Grammar Possessive adjectives a/an Regular plural forms: -s, -ies, -es WH Question words Listening Five conversations Vocabulary and speaking Numbers The alphabet Classroom objects Everyday English Saying hello Introducing people Writing	UNIT 0 By the end of this week, students will be able to: Grammar - Use possessive adjectives (my, your, his, her, etc.) correctly in short sentences. - Form simple questions using common question words (What, Where, How, etc.). - Distinguish between a / an when referring to singular nouns. - Recognize and use regular plural forms of common nouns. Vocabulary - Identify and use numbers (cardinal and basic ordinal numbers). - Recognize and spell the alphabet accurately. - Name and describe colours. - Understand and use words for classroom objects (book, pen, desk, etc.). - Follow and give basic classroom instructions (open your book, listen, repeat, etc.). Skills Listening: Recognize familiar classroom words and instructions; understand simple questions. Speaking: Introduce themselves and exchange basic personal information (name, country, phone number); spell words using the alphabet. Reading: Identify classroom vocabulary and simple sentences in short texts. Writing: Write simple sentences with possessive adjectives; fill in personal

		Names Addresses Pronunciation Noticing word stress UNIT 1 People (pp. 9-18) Grammar be: positive and negative be: questions and short answers Reading Social media posts about people you know Online profiles Speaking Where you are from People you know Asking for and giving information Checking understanding Using social media Vocabulary Countries and Nationalities Adjectives Listening Conversation; at the gym/ an English class/ people you know	details on forms (name, email, phone number). Functional English ▪ Greet people and say goodbye. ▪ Introduce themselves and others. ▪ Ask and answer simple personal questions (What's your name? Where are you from?). ▪ Follow classroom instructions. UNIT 1 Grammar • Use the verb be (positive and negative) to describe themselves and others. • Form questions with be and respond with short answers. Vocabulary • Identify and use words for countries and nationalities. • Use common adjectives to describe people. Skills • Listening: Understand short conversations in familiar contexts (e.g., at the gym, in class, talking about people they know). • Speaking: Introduce themselves and others; ask and answer questions about where people are from; describe people they know; check understanding during conversations. • Reading: Understand short social media posts and online profiles, identifying key information about people. • Writing: Write simple sentences about themselves; make notes about people they know; use capital letters and correct punctuation in short texts. Functional English • Ask for and give personal information (e.g., names, countries, jobs). • Use strategies to check understanding in conversation. • Talk about social media and online profiles in simple terms.
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		Everyday English Asking for and giving information Writing Sentences about you Notes about people you know Capital letter and punctuation Pronunciation Syllables and word stress Sound and spelling /k/ and /o/	Pronunciation - Recognize syllables and word stress in new vocabulary. - Differentiate sounds and spelling patterns for /k/ and /o/. ▪ UNIT 1 PROGRESS TEST
WEEK 2	20 HOURS	UNIT 2 Work and Study (pp. 19-28) Grammar Present Simple: positive and negative/ questions and short answers Vocabulary Jobs /Time Listening Study habits Ordering in a cafe Asking for help A teacher addressing her class Reading An article An online forum about study habits A competition entry form Speaking Jobs Study habits	UNIT 2 By the end of this week, students will be able to: Grammar - Use the Present Simple tense (positive and negative) to describe routines and habits. - Form Present Simple questions and respond with short answers. Vocabulary - Recognize and use common words for jobs and professions. - Use time expressions in the context of work and study routines. Skills Listening: Understand short conversations in contexts such as study habits, ordering in a café, asking for help, and classroom instructions. Speaking: Talk about jobs and study habits; ask for and respond to requests; react to news in simple conversations. Reading: Comprehend short written texts such as an article, an online forum about study habits, and a competition entry form. Writing: Write simple sentences about jobs; create questions about study habits; spell common words correctly. Functional English - Politely ask for things and respond appropriately in everyday situations.

		Asking for things and replying: reacting to news Studying English Writing Sentences about jobs Questions about study habits Spelling Everyday English Asking for things and replying Pronunciation Word stress; -s endings Do you Sound and spelling:ou UNIT 3 Daily Life (pp. 29-38) Grammar Position of adverbs of frequency Have got Reading An article An interview Two informal emails Speaking Daily routines Making arrangements Plan a party Vocabulary Time expressions Common verbs Technology Listening	- Use basic expressions for classroom interaction and studying English. Pronunciation - Recognize and practice word stress in job-related and study vocabulary. - Differentiate -s endings (plural, possessive, third person singular). - Notice sound–spelling patterns such as “ou”. UNIT 2 PROGRESS TEST
		UNIT 3 Grammar - Use adverbs of frequency correctly in sentences. - Use have got to talk about possessions and relationships. Vocabulary - Use time expressions to describe routines. - Recognize and use common verbs and technology-related vocabulary. Skills Listening: Understand conversations about family routines, gadgets, and making arrangements; follow a short monologue about family. Speaking: Describe daily routines; make and respond to arrangements; plan simple events (e.g., a party). Reading: Read and understand an article, an interview, and informal emails, identifying main ideas and details. Writing: Write a short informal email invitation and respond to invitations using appropriate style and structure. Functional English	

		A conversation about family routines Three conversations about gadgets Making arrangements to go out A monologue about family Pronunciation Sentence stress Sound and spelling /aɪ/ and /eɪ/ Word stress and intonation Everyday English Making arrangements Writing An informal email invitation Inviting and replying	• Use basic expressions for making and accepting/rejecting arrangements in everyday life. Pronunciation • Practice sentence stress for clarity in conversations. • Differentiate vowel sounds /aɪ/ and /eɪ/ in common words. • Recognize word stress and intonation patterns in questions and statements. ▪ UNIT 3 PROGRESS TEST
WEEK 3 QUIZ 1	20 HOURS	UNIT 4 (pp. 39-48) Grammar Countable/Uncountable food nouns a/an, some, any Quantifiers: much, many, a lot (of) Reading An article A factfile Two personal emails A cooking blog Speaking	UNIT 4 By the end of this week, students will be able to: Grammar ▪ Differentiate between countable and uncountable food nouns. ▪ Use a/an, some, any appropriately in context. ▪ Apply quantifiers (much, many, a lot of) in questions and statements.. Vocabulary • Recognize and use food and cooking vocabulary. Skills • Listening: Understand short conversations about cooking, shopping for food, and ordering in restaurants; follow short monologues about cooking. • Speaking: Express likes and dislikes about food; talk about cooking programmes; order meals in a restaurant; role-play

		Buying food; the food you like and don't like Cooking programmes Ordering a meal Changing what you say Cooking for others Vocabulary Food /Cooking Listening A conversation about cooking and buying food At a restaurant Four monologues about cooking Everyday English Arriving at a restaurant Ordering a meal in a restaurant Writing Questions about food Making the order clear Pronunciation Sound and spelling: ea, /k/, /g/ Word groups UNIT 5 Places (pp. 49-58) Grammar There is/There are Possessive pronouns/Possessive 's Reading An article An advertisement	buying food and cooking for others; practice changing/clarifying what they say. • Reading: Comprehend simple texts such as an article, a factfile, emails, and a cooking blog; identify key ideas and details. • Writing: Ask and answer questions about food; write short restaurant orders and clarify meaning in writing. Functional English • Use polite expressions for arriving at a restaurant and ordering meals. Pronunciation • Recognize and practice sound–spelling patterns (ea, /k/, /g/). • Group words for clearer pronunciation in speech. UNIT 4 PROGRESS TEST UNIT 5 Grammar • Use there is/there are to describe places and homes. • Correctly use possessive pronouns and possessive 's. Vocabulary • Use vocabulary related to places in a city and furniture. Skills • Listening: Follow conversations about moving to a new home, navigating in the
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		A website Speaking Describing; a town, your home and furniture Giving and following directions Checking what other people say Vocabulary Places in a city Furniture Listening A conversation about a new home On the street Three monologues about neighbourhoods Everyday English Asking for and giving directions Writing Sentences about your home using there is there are Linking ideas with and,so, but Description of neighbourhood Pronunciation Sound and spelling : /b/ and /p/ Vowels before r Sentence stress	street, and descriptions of neighbourhoods. • Speaking: Describe towns, homes, and furniture; give and follow directions; ask for clarification during conversations. • Reading: Understand simple texts such as articles, advertisements, and websites about places and homes. • Writing: Write sentences using there is/are; describe neighbourhoods; use linking words (and, so, but) to connect ideas. Functional English • Ask for and give directions in familiar contexts. Pronunciation • Practice sounds /b/ and /p/. • Notice vowel pronunciation before r. • Use correct sentence stress to improve clarity. UNIT 5 PROGRESS TEST
WEEK 4 Quiz 2	20 HOURS	UNIT 6 Family (pp. 59-68) Grammar Past Simple: be Past simple: positive Speaking A childhood hobby	UNIT 6 By the end of this week, students will be able to: Grammar • Use the Past Simple (be: positive and negative). • Form Past Simple positive sentences with regular and irregular verbs.

		Leaving a voicemail message Asking for someone on the phone Asking someone to wait Important years in life Reading An article about Steve Jobs A life story Vocabulary Family Years and Dates Past Simple: irregular verbs Listening Two conversations about family tree and childhood hobbies On the phone A monologue about life story Everyday English Leaving a voicemail message Writing Notes about family and childhood hobby Linking ideas in the past Pronunciation -ed endings Sound and spelling: ea and a UNIT 7 Trips (pp. 69-78) Grammar Past Simple: negative and questions Love/like/don't mind/ hate + verb+ -ing	Vocabulary - Recognize and use vocabulary about family, years, and dates. Skills Listening: Understand conversations about family trees and childhood hobbies; follow a monologue about a life story; comprehend short telephone exchanges. Speaking: Talk about childhood hobbies and important years in life; leave voicemail messages; ask for someone on the phone; ask someone to wait. Reading: Read texts such as an article about Steve Jobs and short life stories; identify key details and sequences of events. Writing: Write short notes about family and childhood hobbies; connect ideas in past-tense writing. Functional English - Leave polite voicemail messages and manage short phone conversations. Pronunciation - Differentiate -ed endings in regular verbs. - Recognize spelling patterns for ea and a. UNIT 6 PROGRESS TEST UNIT 7 Grammar - Use the Past Simple in negative forms and questions to talk about past trips and experiences.
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		Reading Three stories about holidays A webpage about transportation Two online profiles Speaking Talking about transportation Disagreeing about transport Saying excuse me and I am sorry Showing interest Listening Conversations about travelling and transport On the train Vocabulary Transport Transport adjectives Pronunciation Sound and spelling “did you” Word stress intonation Everyday English Saying excuse me and I am sorry Writing An email about yourself Linking ideas with after, when, and while	- Express preferences and attitudes with <i>love/like/don't mind/hate + verb + -ing</i>. Vocabulary - Recognize and use transport-related vocabulary. - Use adjectives to describe means of transportation. Skills Listening: Understand conversations about travelling and transport; follow a short conversation on the train. Speaking: Talk about transportation preferences; politely disagree with others; use “Excuse me” and “I’m sorry” appropriately; show interest in conversations. Reading: Read short stories about holidays and identify the main events; extract information from a webpage about transportation; understand online personal profiles. Writing: Write a short email about themselves; connect ideas with <i>after, when, and while</i> to describe past events. Functional English - Use common expressions such as “Excuse me” and “I’m sorry” in social interactions. Pronunciation - Recognize and practice the connected speech of “did you.” - Apply correct word stress in transport-related vocabulary. - Use intonation to make speech sound natural. UNIT 7 PROGRESS TEST
WEEK 5 Quiz 3	20 HOURS	UNIT 8 Fit and Healthy (pp. 79-88) Grammar Can/ can't/could/couldn't for ability	UNIT 8 By the end of this week, students will be able to: Grammar - Use <i>can/can't</i> and <i>could/couldn't</i> to describe present and past abilities. - Use <i>have to/don't have to</i> to express obligation and lack of necessity. Vocabulary

		Have to / don't have to Reading Two articles An email about a company blog Speaking Things you have to do Free time activities Expressing sympathy Vocabulary Sports and exercise Parts of body Appearance Listening A podcast Two monologues about sport and exercise Everyday English Talking about health and how you feel Writing Sentences about present and past abilities Linking ideas with however Adverbs of manner Pronunciation Sound and spelling /u:/ and /u/ UNIT 9 Clothes and Shopping (pp. 89-98) Grammar	- Recognize and use vocabulary related to sports, exercise, body parts, and appearance. Skills Listening: Understand a podcast and monologues about sports and exercise. Speaking: Talk about things they have to do and their free-time activities; express sympathy in relevant contexts. Reading: Read and understand short articles and an email related to fitness and health. Writing: Write sentences about present and past abilities; link ideas with <i>however</i>; use adverbs of manner effectively. Functional English - Talk about health and describe how they feel in everyday situations. Pronunciation - Differentiate between /u:/ and /u/. UNIT 8 PROGRESS TEST UNIT 9 Grammar - Use the Present Continuous to describe actions happening now.
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		Present continuous Present simple or present continuous Vocabulary Shopping: Money and Prices Clothes Pronunciation Sentence stress Sound and spelling: o Word stress in compound nouns Everyday English Choosing clothes Paying for clothes Listening Shopping for clothes Conversations about what people are wearing Reading Two posts about people living abroad Two thank you emails Speaking Saying what you are doing Thanking people for gifts Paying for clothes Writing A thank-you email Writing formal and informal emails	- Distinguish between the Present Simple and the Present Continuous. Vocabulary - Use vocabulary related to clothes, shopping, money, and prices. Skills Listening: Understand conversations about shopping for clothes and descriptions of what people are wearing. Speaking: Say what they are doing at the moment; thank people for gifts; role-play shopping situations. Reading: Read short posts and emails about living abroad and thanking people. Writing: Write a thank-you email; distinguish between formal and informal emails. Functional English - Choose and pay for clothes in shopping contexts. Pronunciation - Apply correct sentence stress. - Recognize sound and spelling patterns for o. - Use word stress correctly in compound nouns. UNIT 9 PROGRESS TEST
WEEK 6 QUIZ 4	13 HOURS	UNIT 10 Communication (pp. 99-108)	UNIT 10 By the end of this week, students will be able to: Grammar

		Grammar Comparative and superlative adjectives Vocabulary IT Collocations High Numbers Pronunciation Main stress and intonation Everyday English Asking for help Listening Various conversations about phones, languages, text messages Reading An online discussion about headphones and earbuds Text messages and posts Speaking Comparing two similar things Asking for help, checking instructions Sending messages and social media posts Writing Expressing an opinion Linking ideas with also too and as well	• Use comparative and superlative adjectives to compare people, objects, and ideas. Vocabulary • Use IT-related collocations and vocabulary for high numbers. Skills • Listening: Understand conversations about phones, languages, and text messages. • Speaking: Compare two similar things; ask for help and check instructions; participate in conversations about social media. • Reading: Understand online discussions, text messages, and posts. • Writing: Express opinions in short texts; link ideas using <i>also</i>, <i>too</i>, and <i>as well</i>. Functional English • Ask for help and check instructions in everyday contexts. Pronunciation • Use correct main stress and intonation for clarity. UNIT 10 PROGRESS TEST
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WEEK 7	20 HOURS	UNIT 11 Entertainment (pp. 109-118) Grammar Present Perfect Present Perfect or Past Simple Vocabulary Irregular past participles Music Pronunciation Syllables Sound and spelling /3:/ Everyday English Asking for and expressing opinion Listening Conversations about a magazine quiz/ music in Budapest/ a film Reading Film reviews A fact file Two articles Speaking Popular films and tv programs Asking for and expressing opinion Films Writing	UNIT 11 By the end of this week, students will be able to: Grammar • Use the Present Perfect to describe life experiences. • Differentiate between the Present Perfect and the Past Simple. Vocabulary • Use irregular past participles and vocabulary related to music. Skills • Listening: Understand conversations about quizzes, music, and films. • Speaking: Talk about popular films and TV programs; ask for and express opinions. • Reading: Read film reviews, fact files, and short articles. • Writing: Structure and write a simple film review. Functional English • Ask for and express opinions in everyday contexts. Pronunciation • Identify syllables correctly. • Recognize the sound and spelling of /3:/ UNIT 11 PROGRESS TEST
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		Structuring a film review UNIT 12 Travel (pp. 119-128) Grammar Be going to Should/ shouldn't Vocabulary Geography Travel collocations Pronunciation Intonation for showing surprise Consonant clusters Everyday English Checking in at a hotel Asking for tourist information Listening Conversations about holiday and travel Reading A webpage about holidays An article An email with travel advice Speaking Holiday plans Giving advice about travelling	UNIT 12 Grammar • Use <i>be going to</i> to talk about future travel plans. • Use <i>should/shouldn't</i> to give advice. Vocabulary • Use vocabulary related to geography and travel collocations. Skills • Listening: Understand conversations about holidays and travel. • Speaking: Talk about holiday plans; give advice about travelling. • Reading: Understand webpages, articles, and emails about holidays and travel advice. • Writing: Write an email with travel advice; structure paragraphs appropriately. Functional English • Role-play checking in at a hotel and asking for tourist information. Pronunciation • Use intonation to show surprise. • Pronounce consonant clusters clearly. UNIT 12 PROGRESS TEST
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		Writing An email with travel advice Paragraph writing	
WEEK 8	EXAM WEEK		

ASSESSMENT

The following assessment tools are specifically targeted at testing the grammar, vocabulary, reading, and functional English in the main coursebook.

- 1 Level Exit Exam (Use of English forms 25% of the GPA)
- 2 CB, 1 Reading, 1 Listening Quiz (All quizzes make 20% of the GPA)
- An oral presentation project supported by presentation slides (3–4 minutes) (Project forms 5% of the GPA).