



SCHOOL OF FOREIGN LANGUAGES

ENGLISH PREPARATORY PROGRAM

2025-2026

CURRICULUM HANDBOOK

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01 MISSION & VISION

1.1 Mission

Kent University School of Foreign Languages English Preparatory Program is committed to empowering all students to become globally competent, critical thinkers through quality-assured, inclusive foreign language instruction. We foster a multicultural, sustainable learning environment that cultivates innovation, adaptability, and academic excellence.

1.2 Vision

English Preparatory Program aims to be globally recognized in foreign language education, cultivating a generation of innovative, critical thinkers empowered to shape a sustainable and interconnected world.



02 VALUES

- Student-Centered Excellence
- MultiCultural
- Innovation and Adaptability
- Critical Thinking and Problem-Solving
- Inclusivity and Diversity
- Quality Assurance and Accountability
- Sustainability
- Transparency
- Collaboration
- Lifelong Learning
- Respect



03 EDUCATIONAL PHILOSOPHY

The education philosophy of Kent University School of Foreign Languages English Preparatory Program is committed to a student-centered approach, ensuring each learner's needs and potential are addressed and nurtured. The program's core values include student-centered excellence, multiculturalism, innovation, adaptability, critical thinking, problem-solving, inclusivity, diversity, quality assurance, accountability, sustainability, transparency, collaboration, and lifelong learning. These values guide actions and decisions, ensuring that we provide an education that not only meets academic standards but also prepares students to contribute positively to the community. We are dedicated to creating an environment where students can thrive and become proactive members of a sustainable future.



04 CURRICULUM POLICY & PHILOSOPHY

4.1 Policy

The Kent University School of Foreign Languages English Program implements a student-centered, integrated, and competency-based curriculum. This approach prioritizes the unique needs of each learner, ensuring that instruction is tailored to nurture individual potential. The curriculum is designed to foster active student engagement, promoting a personalized learning experience. As an integrated system, it connects language instruction with real-world, interdisciplinary applications, encouraging students to apply their knowledge in practical, diverse contexts. The competency-based design focuses on measurable skill development, such as global competence, critical thinking, and adaptability, aligning with the school's mission to prepare students for a sustainable, interconnected world.

4.2 Philosophy

At the heart of the English Preparatory Program's curriculum philosophy is the belief in fostering a holistic, student-centered learning environment. The curriculum integrates different subjects and disciplines, allowing students to develop critical thinking and problem-solving abilities in a multicultural context. By focusing on competency-based education, the school ensures students acquire practical skills beyond academics, equipping them for lifelong learning and success in a rapidly evolving global society.



05 EDUCATIONAL TECHNIQUES

At the heart of the Kent University English Preparatory Program's educational approach lies a commitment to nurturing globally competent, critical thinkers. KEPP prioritizes student-centered excellence, tailoring our instruction to meet the unique needs and potential of each learner. By fostering a multicultural learning environment, it encourages students to embrace diverse perspectives, which is essential for innovation and adaptability.

Critical thinking and problem-solving are central to the curriculum, empowering students to analyze complex global issues and develop creative solutions. KEPP emphasizes sustainability, both in content and approach to education, ensuring that methods are future-focused and environmentally conscious.

KEPP's commitment to quality assurance and accountability ensures maintaining high academic standards while remaining transparent to practices. Collaboration is encouraged at every level, from student-teacher interactions to partnerships with the broader community, enhancing the learning experience and reinforcing our dedication to lifelong learning.



05 MODULE DESCRIPTIONS

The English Preparatory Program at Kent University School of Foreign Languages is structured around a comprehensive modular system that is both student-centered and competency-based. This curriculum is divided into four sequential modules, each spanning a minimum of seven weeks. Within each module, students engage with integrated language skills, such as reading, writing, listening, and speaking, in a cohesive framework that encourages the gradual development of linguistic proficiency and confidence.

Designed to be responsive to individual learning progress, the modular approach allows students to consolidate core skills before advancing to more complex language tasks. Each module builds directly on the knowledge and competencies acquired in the previous one, ensuring that learning is both cumulative and continuous. This system not only promotes mastery of essential language skills in a structured yet adaptable way but also prepares students for academic success and effective communication in diverse, real-world contexts. By the end of the program, students are equipped with a robust set of language skills tailored to their academic and professional aspirations, embodying the university's commitment to nurturing capable, confident English users.



06 LEVEL DESCRIPTIONS

6.1 A1

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

6.2 A2

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

6.3 B1

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.



6.4 B2

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

6.5 Prefaculty

Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.



07 LEVEL OBJECTIVES

7.1 A1 Level

7.1.1 Grammar

Course Objectives	Related Learning Outcomes	Content / Material Set
Apply the verb be in positive, negative, and question forms with subject pronouns to make basic descriptions about people.	Formulate positive, negative, and question forms of be in short spoken or written exchanges to give and request personal information.	Wide Angle 1 Unit 1 Grammar Presentation Unit 1 Extra Grammar Practice Workheets Kahoot Wide Angle 1 Unit 1
Use singular and plural nouns accurately in spoken and written contexts.	Differentiate between singular and plural noun forms and insert them correctly into short communicative tasks.	Wide Angle 1 Unit 2 Grammar Presentation Unit 2 Extra Grammar Practice Workheets Kahoot Wide Angle 1 Unit 2
Employ demonstrative adjectives and pronouns to refer to and describe objects and people.	Select appropriate demonstratives for given contexts and combine them with nouns in descriptions.	Wide Angle 1 Unit 2 Grammar Presentation Unit 2 Extra Grammar Practice Workheets Kahoot Wide Angle 1 Unit 2
Construct sentences using possessive 's and possessive adjectives to indicate ownership and relationships.	Produce accurate possessive structures to describe ownership and personal relationships in short tasks.	Wide Angle 1 Unit 2 Grammar Presentation Unit 2 Extra Grammar Practice Workheets Kahoot Wide Angle 1 Unit 2



Course Objectives	Related Learning Outcomes	Content / Material Set
Use there is and there are structures to describe the existence of singular and plural nouns.	Generate sentences with there is/are to describe the layout or contents of a place.	Wide Angle 1 Unit 3 Grammar Presentation Unit 3 Extra Grammar Practice Worksheets Kahoot Wide Angle 1 Unit 3
Deliver commands and prohibitions using imperatives in both positive and negative forms.	Produce short imperative statements to give instructions or express prohibitions in role-play situations.	Wide Angle 1 Unit 3 Grammar Presentation Unit 3 Extra Grammar Practice Worksheets Kahoot Wide Angle 1 Unit 3
Apply the simple present tense to describe routines, habits, and general truths.	Compose short descriptions of daily routines and general facts in spoken or written form.	Wide Angle 1 Unit 4 Grammar Presentation Unit 4 Extra Grammar Practice Worksheets Kahoot Wide Angle 1 Unit 4
Incorporate adverbs of frequency to describe how often actions occur.	Integrate frequency adverbs into sentences to express habitual actions clearly.	Wide Angle 1 Unit 5 Grammar Presentation Unit 5 Extra Grammar Practice Worksheets
Express abilities and limitations using can and can't.	State what is possible or not possible in given scenarios using can/can't.	Wide Angle 1 Unit 6 Grammar Presentation Unit 6 Extra Grammar Practice Worksheets
Apply the simple past tense of be in affirmative, negative, and interrogative forms.	Produce short descriptions of past states or conditions using was/were.	Wide Angle 1 Unit 7 Grammar Presentation Unit 7 Extra Grammar Practice Worksheets
Construct affirmative, negative, and interrogative sentences in the simple past tense using regular verbs.	Write and say short narratives or statements using regular past tense forms.	Wide Angle 1 Unit 7 & 8 Grammar Presentation Unit 7 & 8 Extra Grammar Practice Worksheets



Course Objectives	Related Learning Outcomes	Content / Material Set
Use irregular verbs in the simple past tense to describe past events.	Incorporate irregular verb forms into short accounts of past experiences.	Wide Angle 1 Unit 8 Grammar Presentation Unit 8 Extra Grammar Practice Worksheets
Select appropriate quantifiers for countable and uncountable nouns.	Match quantifiers to nouns correctly in sentences related to quantities or amounts.	Wide Angle 1 Unit 9 Grammar Presentation Unit 9 Extra Grammar Practice Worksheets
Formulate polite requests and offers using would like.	Perform short dialogues making requests and offers in social or transactional contexts.	Wide Angle 1 Unit 9 Grammar Presentation Unit 9 Extra Grammar Practice Worksheets
Apply object pronouns correctly in spoken and written communication.	Replace nouns with correct object pronouns in short tasks and exchanges.	Wide Angle 1 Unit 10 Grammar Presentation Unit 10 Extra Grammar Practice Worksheets
Use comparative forms of adjectives to compare people, things, and actions.	Produce comparative statements to highlight differences between two items or people.	Wide Angle 1 Unit 10 Grammar Presentation Unit 10 Extra Grammar Practice Worksheets
Apply the present continuous tense to describe actions happening now.	Describe ongoing activities using the present continuous in guided speaking or writing tasks.	Wide Angle 1 Unit 11 Grammar Presentation Unit 11 Extra Grammar Practice Worksheets
Use -ing forms as subjects in basic sentences.	Create short statements where an -ing form functions as the subject.	Wide Angle 1 Unit 11 Grammar Presentation Unit 11 Extra Grammar Practice Worksheets



Course Objectives	Related Learning Outcomes	Content / Material Set
Construct superlative forms of adjectives to compare three or more items.	Produce superlative sentences to identify the most or least of a quality among several options.	Wide Angle 1 Unit 12 Grammar Presentation Unit 12 Extra Grammar Practice Worksheets
State future plans and intentions using going to.	Present personal or group plans for the future using going to in short spoken or written form.	Wide Angle 1 Unit 12 Grammar Presentation Unit 12 Extra Grammar Practice Worksheets



7.1.2 Vocabulary

Course Objectives	Related Learning Outcomes	Content / Material Set
Use vocabulary for nationalities and jobs in basic communication.	Recognize and use vocabulary to talk about countries, languages, and occupations in short spoken or written tasks.	Wide Angle 1 Unit 1 Vocabulary Practices Unit 1 Quizlet Study Set Unit 1
Apply numbers and personal item vocabulary in everyday contexts.	Identify and name numbers and common personal items in interaction.	Wide Angle 1 Unit 2 Vocabulary Practices Unit 1 & 2 Quizlet Study Set Unit 2
Employ prepositions of place, locations in town, and rooms in a house.	Describe where objects or places are located using correct vocabulary.	Wide Angle 1 Unit 3 Vocabulary Practices Unit 3 Quizlet Study Set Unit 3
Use habit/routine verbs, prepositions of time (in, on, at), and family member vocabulary.	Describe daily activities and name family members in conversation or writing.	Wide Angle 1 Unit 4 Vocabulary Practices Unit 4 Quizlet Study Set Unit 4
Apply vocabulary related to travel, transportation, and job suffixes.	Describe travel methods, job types, and transport routines using level-appropriate words.	Wide Angle 1 Unit 5 Vocabulary Practices Unit 5 Quizlet Study Set Unit 5
Use vocabulary for sports and activities in conversations.	Name sports and leisure activities and talk briefly about preferences.	Wide Angle 1 Unit 6 Vocabulary Practices Unit 6 Quizlet Study Set Unit 6
Employ vocabulary for dates, months, ordinal numbers, and weather.	State dates, birthdays, and describe basic weather conditions.	Wide Angle 1 Unit 7 Vocabulary Practices Unit 7 Quizlet Study Set Unit 7



Course Objectives	Related Learning Outcomes	Content / Material Set
Apply time expressions and clothing vocabulary in communication.	Describe clothing preferences and discuss routines using time-related expressions.	Wide Angle 1 Unit 8 Vocabulary Practices Unit 8 Quizlet Study Set Unit 8
Use descriptive adjectives and vocabulary for food/drink and furniture.	Use descriptive language in everyday conversations and describe meals and home interiors.	Wide Angle 1 Unit 9 Vocabulary Practices Unit 9 Quizlet Study Set Unit 9
Employ geography and vacation vocabulary.	Talk about places, destinations, and travel experiences using location-based vocabulary.	Wide Angle 1 Unit 10 Vocabulary Practices Unit 10 Quizlet Study Set Unit 10
Apply vocabulary for education and work contexts.	Talk about school subjects, workplaces, and roles using learned vocabulary.	Wide Angle 1 Unit 11 Vocabulary Practices Unit 11 Quizlet Study Set Unit 11
Use vocabulary for celebrations and traditions.	Describe common holiday customs and special events.	Wide Angle 1 Unit 12 Vocabulary Practices Unit 12 Quizlet Study Set Unit 12



7.1.3 Reading

Course Objectives	Related Learning Outcomes	Content / Material Set
Identify and distinguish between nouns and pronouns in sentences and short passages.	Highlight and label nouns and pronouns in simple written texts.	Wide Angle 1 Unit 1 Reading Booklet Unit 1
Extract numerical information such as telephone numbers, addresses, or age from sentences and paragraphs.	Record given numerical information accurately from short reading texts.	Wide Angle 1 Unit 2 Reading Booklet Unit 2
Recognize proper nouns and interpret their contextual meaning in sentences and passages.	Distinguish names of people, places, and organizations in basic written materials.	Wide Angle 1 Unit 3 Reading Booklet Unit 3
Distinguish between nouns, verbs, and adjectives in sentences and paragraphs.	Mark and categorize words according to their part of speech in short passages.	Wide Angle 1 Unit 4 Reading Booklet Unit 4
Use headings to locate specific information in texts.	Scan for key information using headings as navigation cues.	Wide Angle 1 Unit 5 Reading Booklet Unit 5
Extract important words and phrases from texts for note-taking purposes.	Pick out key details and vocabulary from short written texts for study or task support.	Wide Angle 1 Unit 6 Reading Booklet Unit 6
Recognize conjunctions (and, but) and their function in connecting ideas.	Circle conjunctions in short texts and explain their purpose.	Wide Angle 1 Unit 7 Reading Booklet Unit 7
Identify main ideas and supporting details by focusing on key vocabulary.	Summarize the main idea and list supporting details from short texts.	Wide Angle 1 Unit 8 Reading Booklet Unit 8



Course Objectives	Related Learning Outcomes	Content / Material Set
Scan texts to locate specific details or information.	Locate requested information such as dates, numbers, or names within a passage.	Wide Angle 1 Unit 8 Reading Booklet Unit 8
Identify topic sentences and explain their role in paragraphs.	Underline the topic sentence and state the main point it introduces.	Wide Angle 1 Unit 9 Reading Booklet Unit 9
Read and follow graded readers at A1 level of difficulty.	Retell the key events from an A1-level graded reader in basic sentences.	A1 Level Graded Readers
Skim texts to gain a general understanding of the content.	State the general topic of a text after quick reading.	Wide Angle 1 Unit 11 Reading Booklet Unit 11
Infer and guess the meanings of unfamiliar words or phrases based on context clues.	Guess and write down the probable meaning of new words based on context clues.	Wide Angle 1 Unit 12 Reading Booklet Unit 12



7.1.4 Writing

Course Objectives	Related Learning Outcomes	Content / Material Set
Apply level-appropriate vocabulary in listening and reading tasks to complete written responses and forms.	Fill in personal information on forms and write short answers or comparisons based on texts.	Wide Angle 1 Unit 1 Writing Booklet Chapter 1
Use correct punctuation (apostrophes, commas, full stops, exclamation marks, question marks, and capital letters) in writing.	Insert appropriate punctuation marks in guided sentence-writing tasks.	Wide Angle 1 Unit 2 Writing Booklet Chapter 1
Maintain subject-verb agreement in written sentences.	Correct subject-verb mismatches in given sentences and compose accurate examples.	Wide Angle 1 Unit 3
Incorporate also and too appropriately to add information or agreement in sentences.	Insert also and too into short paragraphs to extend ideas.	Wide Angle 1 Unit 4
Integrate for example to support ideas in sentences and paragraphs.	Provide examples or elaboration in written tasks using basic linking expressions.	Wide Angle 1 Unit 5
Organize words in order in sentences and paragraphs for clarity and coherence.	Rearrange jumbled sentences into correct order and construct short, coherent paragraphs.	Wide Angle 1 Unit 6
Link ideas using because to explain reasons in writing.	Write sentences and short paragraphs that give a reason using because.	Wide Angle 1 Unit 7 Writing Booklet Chapter 5
Sequence events in writing using connectors (first, next, then, finally).	Produce short narratives or instructions using sequence markers.	Wide Angle 1 Unit 8 Writing Booklet Chapter 3
Connect contrasting ideas using but.	Insert but into sentences or short paragraphs to show contrast.	Wide Angle 1 Unit 9



Course Objectives	Related Learning Outcomes	Content / Material Set
Use descriptive adjectives to enhance details and imagery in written descriptions.	Add descriptive adjectives to short written texts to make them more detailed.	Wide Angle 1 Unit 10
Incorporate contractions (e.g. I'm, you'll, they're) to write informally and conversationally.	Use informal language features in personal writing tasks like emails or notes.	Wide Angle 1 Unit 11
Write descriptive paragraphs of 100–120 words on familiar topics to answer the question at hand by organizing ideas and using vocabulary acquired throughout the level.	Use time expressions (e.g., yesterday, last week, in the future) to provide temporal details in narratives or descriptions.	Writing Booklet 2 & 3 & 4 & 5
Use time expressions (e.g., yesterday, last week, in the future) to provide temporal details in narratives or descriptions.	Include time references in short narratives or descriptions.	Wide Angle 1 Unit 12



7.1.5 Listening

Course Objectives	Related Learning Outcomes	Content / Material Set
Identify and comprehend key content words and main ideas in basic spoken discourse.	State the main idea and list key details after listening to short spoken texts.	Wide Angle 1 Unit 1
Interpret numerical information presented in spoken language.	Record numbers, prices, dates, or phone numbers heard in short recordings.	Wide Angle 1 Unit 2
Extract targeted information from basic informative speech to complete forms.	Fill in missing information on a form or table based on spoken input.	Wide Angle 1 Unit 3
Recognize contractions with be and present simple in spoken sentences.	Underline or note contracted forms in a transcript or during listening.	Wide Angle 1 Unit 4
Locate specific details and facts in spoken passages.	Write down names, places, or times mentioned in recordings.	Wide Angle 1 Unit 5
Select correct responses in multiple-choice tasks based on listening input.	Choose the correct option after listening to a short talk or dialogue.	Wide Angle 1 Unit 5
Distinguish between statements and questions in spoken dialogue.	Mark or identify each line as a question or statement during listening tasks.	Wide Angle 1 Unit 6
Detect sentence boundaries in spoken discourse.	Segment a transcript or note down where sentences start and end.	Wide Angle 1 Unit 7
Use visual aids or context clues to aid comprehension of spoken information.	Refer to visuals while listening and link them to the audio content.	Wide Angle 1 Unit 8



Course Objectives	Related Learning Outcomes	Content / Material Set
Identify specific details in basic spoken language.	List requested facts (e.g., times, objects, names) after listening.	Wide Angle 1 Unit 9
Recognize individual words within sentences.	Highlight or repeat individual words from a recording as instructed.	Wide Angle 1 Unit 10
Follow the structure of short spoken presentations.	Outline the main points in order after listening to a short talk.	Wide Angle 1 Unit 11
Differentiate between voices or speakers in spoken recordings.	Identify who is speaking in short conversations and distinguish between speakers in a transcript or task sheet.	Wide Angle 1 Unit 12



7.1.6 Speaking

Course Objectives	Related Learning Outcomes	Content / Material Set
Engage in greetings to exchange basic personal information.	Respond to greetings and state personal details in short conversations.	Wide Angle 1 Unit 1 Speaking Practices Unit 1 Wordwall A1 Unit 1 Speaking
Introduce oneself or others giving general information.	Present basic personal details and describe other people in social situations.	Wide Angle 1 Unit 1 Speaking Practices Unit 1 Wordwall A1 Unit 1 Speaking
Formulate questions using appropriate question words to exchange information.	Ask and answer short wh- questions in everyday contexts.	Wide Angle 1 Unit 2 Wordwall A1 Unit 2 Speaking
Give and follow directions using location-based vocabulary.	Describe the position of places and guide someone to a location.	Wide Angle 1 Unit 3 Speaking Practices Unit 3 Wordwall A1 Unit 3 Speaking
Describe daily habits or routines using the simple present tense.	Talk about personal routines and everyday activities in simple present tense.	Wide Angle 1 Unit 4 Wordwall Study Set
Ask for and tell the time in conversations.	Provide the correct time or request time information in interaction.	Wide Angle 1 Unit 5 Wordwall Study Set
Ask for help, clarification, or repetition during a conversation.	Use set phrases to manage misunderstandings and keep the exchange going.	Wide Angle 1 Unit 5
Discuss abilities and skills using can and can't.	State personal abilities or limitations in a familiar context.	Wide Angle 1 Unit 6 Wordwall Study Set



Course Objectives	Related Learning Outcomes	Content / Material Set
Express excuses and apologies in everyday situations.	Produce short, polite expressions for making excuses or apologizing.	Wide Angle 1 Unit 7 Speaking Practices Unit 2 Wordwall Study Set Unit 2
Arrange plans and appointments using dates and time expressions.	Confirm a meeting time or suggest a specific arrangement.	Wide Angle A1 Unit 8 Wordwall Study Set
Order food and drink in a restaurant or café setting.	Request menu items politely in a transactional dialogue.	Wide Angle A1 Unit 9 Wordwall Study Set
Participate in role-plays involving offers and responses.	Accept or decline an offer politely in a guided conversation.	Speaking Practices Role-Play Wordwall Study Set
Make comparisons between things, people, or places.	State differences between two items or people in short exchanges.	Wide Angle A1 Unit 10 Wordwall Study Set
Narrate an experience using related basic grammar structures of past uses.	Retell a simple past event in connected sentences.	Wide Angle A1 Wordwall Study Set
Express opinions and preferences, and make suggestions in conversations.	Give a short opinion and recommend an option in a conversation.	Wide Angle A1 Wordwall Study Set



Course Objectives	Related Learning Outcomes	Content / Material Set
Ask and answer personal questions about hobbies, interests, and preferences.	Exchange personal information about likes and interests in short dialogues.	Wide Angle A1 Wordwall Study Set
Take part in role-play scenarios involving accepting and refusing invitations politely.	Respond appropriately to an invitation in a short interaction.	Wide Angle A1 Unit 10 A1 Speaking Practice Booklet
Describe future plans and intentions.	State future arrangements using going to in everyday topics.	Wide Angle A1 Unit 12 Wordwall Study Set



07 LEVEL OBJECTIVES

7.2 A2 Level

7.2.1 Grammar

Course Objectives	Related Learning Outcomes	Content / Material Set
Apply the verb have in affirmative and negative forms to describe possession and experiences.	Produce short spoken or written exchanges using have correctly in both positive and negative contexts.	Wide Angle 2 Unit 1 Grammar Presentation Unit 1 Extra Grammar Practice Worksheets
Formulate present tense questions using the verb be.	Construct accurate interrogative forms with be in short dialogues to request and provide personal information.	Wide Angle 2 Unit 1 Grammar Presentation Unit 1 Extra Grammar Practice Worksheets
Differentiate between the uses of have as a main verb and as an auxiliary verb.	Select and apply the correct function of have in sentences related to possession and perfect tenses.	Wide Angle 2 Unit 2 Grammar Presentation Unit 2 Extra Grammar Practice Worksheets
Distinguish between possessive adjectives and possessive pronouns.	Replace nouns with correct possessive pronouns or use possessive adjectives accurately in guided tasks.	Wide Angle 2 Unit 2 Grammar Presentation Unit 2 Extra Grammar Practice Worksheets



Course Objectives	Related Learning Outcomes	Content / Material Set
Classify nouns as countable or uncountable and apply appropriate quantifiers.	Insert suitable quantifiers (some, any, much, many) into sentences referring to quantities.	Wide Angle 2 Unit 3 Grammar Presentation Unit 3 Extra Grammar Practice Worksheets
Apply possessive pronouns in sentences to indicate ownership.	Construct accurate sentences showing ownership in short communicative tasks.	Wide Angle 2 Unit 3 Grammar Presentation Unit 3 Extra Grammar Practice Worksheets
Construct sentences in the simple present tense.	Produce affirmative, negative, and interrogative present tense sentences in short oral or written tasks.	Wide Angle 2 Unit 4 Grammar Presentation Unit 4 Extra Grammar Practice Worksheets
Use adverbs of frequency to modify simple present tense sentences.	Integrate frequency adverbs into sentences to describe habitual actions clearly.	Wide Angle 2 Unit 4 Grammar Presentation Unit 4 Extra Grammar Practice Worksheets
Create subject and object questions in the simple present tense.	Formulate questions targeting subject and object information in controlled dialogues.	Wide Angle 2 Unit 4 Grammar Presentation Unit 4 Extra Grammar Practice Worksheets
Differentiate between how much and how many for quantifiable nouns.	Select and apply the correct question form based on countable vs. uncountable nouns.	Wide Angle 2 Unit 5 Grammar Presentation Unit 5 Extra Grammar Practice Worksheets
Apply quantifiers (e.g., a few, a little, lots of) correctly in sentences	Produce accurate sentences that describe quantity using suitable quantifiers.	Wide Angle 2 Unit 5 Grammar Presentation Unit 5 Extra Grammar Practice Worksheets



Course Objectives	Related Learning Outcomes	Content / Material Set
Use there is / there are appropriately in affirmative, negative, and interrogative sentences.	Generate sentences to describe the layout or contents of a place using there is/are.	Wide Angle 2 Unit 5 Grammar Presentation Unit 5 Extra Grammar Practice Worksheets
Differentiate between verbs followed by the infinitive and the gerund.	Identify and use correct verb patterns (want to do / enjoy doing) in short tasks.	Wide Angle 2 Unit 6 Grammar Presentation Unit 6 Extra Grammar Practice Worksheets
Apply present continuous tense in statements, questions, and negatives.	Construct sentences to describe ongoing actions in real-life or guided tasks.	Wide Angle 2 Unit 6 Grammar Presentation Unit 6 Extra Grammar Practice Worksheets
Use have to / don't have to to express obligation and lack of necessity.	Produce short exchanges expressing rules, duties, or absence of obligation.	Wide Angle 2 Unit 7 Grammar Presentation Unit 7 Extra Grammar Practice Worksheets
Use the past tense of be in affirmative and negative sentences.	Construct descriptions of past events using was/were accurately.	Wide Angle 2 Unit 8 Grammar Presentation Unit 8 Extra Grammar Practice Worksheets
Formulate past simple sentences with regular and irregular verbs.	Produce affirmative, negative, and interrogative past simple sentences in written or spoken form.	Wide Angle 2 Unit 8 Grammar Presentation Unit 8 Extra Grammar Practice Worksheets
Create past simple questions using appropriate auxiliaries.	Ask and respond to past simple questions in role-play contexts.	Wide Angle 2 Unit 8 Grammar Presentation Unit 8 Extra Grammar Practice Worksheets



Course Objectives	Related Learning Outcomes	Content / Material Set
Use must , must not , and can't to express obligation, prohibition, and impossibility.	Generate statements showing rules, restrictions, or logical impossibility.	Wide Angle 2 Unit 9 Grammar Presentation Unit 9 Extra Grammar Practice Worksheets
Construct sentences in the past continuous tense with correct auxiliaries.	Produce descriptions of actions in progress at a specific time in the past.	Wide Angle 2 Unit 9 Grammar Presentation Unit 9 Extra Grammar Practice Worksheets
Use going to and will to express future intentions and predictions.	Construct affirmative, negative, and interrogative sentences about the future.	Wide Angle 2 Unit 10 Grammar Presentation Unit 10 Extra Grammar Practice Worksheets
Apply future tense structures in spoken and written contexts.	Produce statements and questions about planned and unplanned future events.	Wide Angle 2 Unit 10 Grammar Presentation Unit 10 Extra Grammar Practice Worksheets
Use -ing forms as gerunds and participles in various structures.	Create sentences with -ing forms as subjects, objects, or parts of verb phrases.	Wide Angle 2 Unit 11 Grammar Presentation Unit 11 Extra Grammar Practice Worksheets
Form comparative and superlative adjectives to compare two or more items.	Produce sentences comparing qualities of people or objects using comparatives and superlatives.	Wide Angle 2 Unit 11 Grammar Presentation Unit 11 Extra Grammar Practice Worksheets
Use present perfect tense with for and since to indicate duration.	Construct sentences describing ongoing states or actions with starting points.	Wide Angle 2 Unit 12 Grammar Presentation Unit 12 Extra Grammar Practice Worksheets



Course Objectives	Related Learning Outcomes	Content / Material Set
Apply present perfect tense with just, already, yet.	Produce sentences about recently completed or expected actions.	Wide Angle 2 Unit 12 Grammar Presentation Unit 12 Extra Grammar Practice Worksheets
Construct zero conditional sentences to express general truths.	Produce accurate if-clause sentences for universal facts.	Wide Angle 2 Unit 12 Grammar Presentation Unit 12 Extra Grammar Practice Worksheets
Formulate first conditional sentences for possible future outcomes.	Generate sentences showing cause-effect relations in real-life contexts.	Wide Angle 2 Unit 12 Grammar Presentation Unit 12 Extra Grammar Practice Worksheets



7.2.2 Vocabulary

Course Objectives	Related Learning Outcomes	Content / Material Set
Identify and use personality adjectives to describe people	Produce short oral or written descriptions of people's character traits using appropriate adjectives.	Wide Angle 2 Unit 1 Vocabulary Presentation Unit 1 Extra Vocabulary Practice Worksheets
Apply vocabulary to describe relationships.	Construct sentences that express family, friendship, or social relations using accurate vocabulary	Wide Angle 2 Unit 1 Vocabulary Presentation Unit 1 Extra Vocabulary Practice Worksheets
Use common verb + preposition combinations.	Produce short exchanges or sentences applying correct collocations (e.g., listen to, wait for).	Wide Angle 2 Unit 2 Vocabulary Presentation Unit 2 Extra Vocabulary Practice Worksheets
Apply time expressions of the simple present	Integrate adverbs of frequency and routine expressions into sentences about daily life.	Wide Angle 2 Unit 2 Vocabulary Presentation Unit 2 Extra Vocabulary Practice Worksheets
Use prepositions of place in everyday contexts.	Produce short descriptions of locations or directions using correct prepositions.	Wide Angle 2 Unit 3 Vocabulary Presentation Unit 3 Extra Vocabulary Practice Worksheets
Apply vocabulary related to hobbies and skills.	Construct short descriptions of personal interests and abilities.	Wide Angle 2 Unit 4 Vocabulary Presentation Unit 4 Extra Vocabulary Practice Worksheets
Use adverbs of manner and vocabulary related to vacation.	Produce sentences describing how actions are performed and describe travel experiences.	Wide Angle 2 Unit 5 Vocabulary Presentation Unit 5 Extra Vocabulary Practice Worksheets



Course Objectives	Related Learning Outcomes	Content / Material Set
Apply time expressions in stories.	Insert narrative time markers (yesterday, two days ago, last week) into storytelling tasks.	Wide Angle 2 Unit 6 Vocabulary Presentation Unit 6 Extra Vocabulary Practice Worksheets
Use verbs for predictions.	Produce sentences expressing future possibilities with verbs such as predict, expect, think.	Wide Angle 2 Unit 7 Vocabulary Presentation Unit 7 Extra Vocabulary Practice Worksheets
Use common adjective + preposition patterns.	Produce correct collocations (afraid of, good at, interested in) in spoken and written tasks.	Wide Angle 2 Unit 8 Vocabulary Presentation Unit 8 Extra Vocabulary Practice Worksheets
Apply collocations with for and since.	Generate sentences about time and duration using correct collocations.	Wide Angle 2 Unit 9 Vocabulary Presentation Unit 9 Extra Vocabulary Practice Worksheets
Identify and use noun suffixes -tion / -ment	Produce nouns by adding suffixes and integrate them into short contexts.	Wide Angle 2 Unit 10 Vocabulary Presentation Unit 10 Extra Vocabulary Practice Worksheets
Describe situations, express opinions, and communicate effectively in spoken and written contexts.	Infer the meaning of unfamiliar words from the context.	Wide Angle 2 Unit 11 Vocabulary Presentation Unit 11 Extra Vocabulary Practice Worksheets
Apply vocabulary related to climate change.	Construct short discussions or texts using environmental vocabulary accurately.	Wide Angle 2 Unit 12 Vocabulary Presentation Unit 5 Extra Vocabulary Practice Worksheets



7.2.3 Reading

Course Objectives	Related Learning Outcomes	Content / Material Set
Identify and underline adjectives in sentences and paragraphs.	Highlight adjectives in short texts and explain how they modify nouns.	Wide Angle 2 Unit 1 Reading Texts Unit 1 Extra Reading Worksheets
Differentiate between adjectives and other parts of speech.	Classify given words as nouns, verbs, or adjectives in guided reading tasks.	Wide Angle 2 Unit 1 Reading Texts Unit 1 Extra Reading Worksheets
Identify the main idea of short passages.	Distinguish main ideas from supporting details in guided comprehension questions.	Wide Angle 2 Unit 2 Reading Texts Unit 2 Extra Reading Worksheets
Determine the purpose and audience of a text.	Identify if a passage is written to inform, persuade, or entertain and justify the choice.	Wide Angle 2 Unit 2 Reading Texts Unit 2 Extra Reading Worksheets
Identify if a passage is written to inform, persuade, or entertain and justify the choice.	Trace pronouns back to their noun references within a passage.	Wide Angle 2 Unit 3 Reading Texts Unit 3 Extra Reading Worksheets
Recognize linking words but and however.	Explain how these words show contrast in sentences and paragraphs.	Wide Angle 2 Unit 3 Reading Texts Unit 3 Extra Reading Worksheets
Use context clues to interpret unfamiliar words.	Identify synonyms, antonyms, or explanations in a text that define unknown vocabulary.	Wide Angle 2 Unit 4 Reading Texts Unit 4 Extra Reading Worksheets



Course Objectives	Related Learning Outcomes	Content / Material Set
Preview texts by skimming headings and visuals.	Predict the purpose or topic of a text using pre-reading strategies.	Wide Angle 2 Unit 5 Reading Texts Unit 5 Extra Reading Worksheets
Scan texts to locate specific information.	Differentiate between factual information and personal viewpoints.	Wide Angle 2 Unit 6 Reading Texts Unit 1 Extra Reading Worksheets
Interpret visual information in texts (charts, graphs, diagrams).	Extract names, dates, and key facts quickly using headings or keywords.	Wide Angle 2 Unit 6 Reading Texts Unit 6 Extra Reading Worksheets
Identify opinions vs. facts in a text.	Explain how visuals support comprehension and analyze data presented.	Wide Angle 2 Unit 7 Reading Texts Unit 7 Extra Reading Worksheet
Deduce the meaning of words/phrases from contextual clues.	Use relationships in the text to infer unknown vocabulary meaning.	Wide Angle 2 Unit 8 Reading Texts Unit 8 Extra Reading Worksheets
Infer the audience, attitude, and purpose of a text.	Analyze tone, vocabulary, and organization to decide who the text is written for and why.	Wide Angle 2 Unit 9 Reading Texts Unit 9 Extra Reading Worksheets
Identify specific information in a book/short story.	Use scanning, intensive reading, and contextual clues to extract targeted information.	Wide Angle 2 Unit 10 Reading Texts Unit 10 Extra Reading Worksheets
Interpret narrative time expressions in stories.	Sequence events in short stories using connectors (then, afterwards, suddenly, finally).	Wide Angle 2 Unit 11 Reading Texts Unit 11 Extra Reading Worksheets



Course Objectives	Related Learning Outcomes	Content / Material Set
Analyze character attitudes and intentions in short stories.	Identify textual evidence that reveals characters' feelings or motivations.	Wide Angle 2 Unit 11 Reading Texts Unit 11 Extra Reading Worksheets
Identify themes and messages in extended texts.	Summarize central ideas or moral lessons presented in readings.	Wide Angle 2 Unit 12 Reading Texts Unit 12 Extra Reading Worksheets
Evaluate arguments and viewpoints in opinion-based texts.	Distinguish between stronger and weaker arguments and justify interpretations.	Wide Angle 2 Unit 12 Reading Texts Unit 12 Extra Reading Worksheets



7.2.4 Writing

Course Objectives	Related Learning Outcomes	Content / Material Set
Infer the audience, attitude, and purpose of a text.	a. Compose short written answers to comprehension questions. b. Complete missing information in guided writing activities related to genres at their level.	Wide Angle 2 Unit 1 Writing Booklet Extra Writing Worksheets
Compose opinion paragraphs with teacher feedback.	Produce a structured paragraph expressing personal opinions; revise based on feedback; demonstrate progress through graded tasks.	Wide Angle 2 Unit 2 Writing Booklet Extra Writing Worksheets
Produce a structured paragraph expressing personal opinions; revise based on feedback; demonstrate progress through graded tasks.	Produce short written communications that are coherent and grammatically accurate.	Wide Angle 2 Unit 3 Writing Booklet Extra Writing Worksheets
Respond to short stories with paragraph-length answers.	Write five responses (one paragraph each) to comprehension questions; demonstrate ability to support ideas in writing.	Wide Angle 2 Unit 4 Writing Booklet Extra Writing Worksheets
Apply basic punctuation rules (apostrophes, commas, full stops, question marks, exclamation marks, dashes, capitals).	Construct short texts demonstrating correct punctuation.	Wide Angle 2 Unit 5 Writing Booklet Extra Writing Worksheets
Write formal and informal emails.	a. Produce a formal email (e.g., to a teacher or job application). b. Produce an informal email (e.g., to a friend/family). c. Differentiate between formal and informal tone, purpose, and structure.	Wide Angle 2 Unit 6 Writing Booklet Extra Writing Worksheets



Course Objectives	Related Learning Outcomes	Content / Material Set
Compose opinion paragraphs (150–200 words) on familiar topics.	Organize ideas with topic, supporting, and concluding sentences; apply linkers and sequence markers; consider audience and purpose.	Wide Angle 2 Unit 7 Writing Booklet Extra Writing Worksheets
Write a reason paragraph (150–200 words) on a given topic.	Brainstorm ideas, discuss briefly, provide examples, and produce a coherent reasoned paragraph.	Wide Angle 2 Unit 8 Writing Booklet Extra Writing Worksheets
Rewrite sentences without changing meaning.	Produce alternative versions of given sentences while preserving the original meaning.	Wide Angle 2 Unit 8 Writing Booklet Extra Writing Worksheets
Write short descriptions of past events and activities.	Compose brief narratives about personal experiences; write simple messages with clarification when needed.	Wide Angle 2 Unit 9 Writing Booklet Extra Writing Worksheets
Summarize texts (short stories, graded readers) in 100–150 words.	Extract main ideas, paraphrase content, and express in own words.	Wide Angle 2 Unit 10 Writing Booklet Extra Writing Worksheets
Write basic personal and professional information.	Compose simple sentences about educational background, present/past jobs, and everyday experiences; make informal written suggestions.	Wide Angle 2 Unit 11 Writing Booklet Extra Writing Worksheets
Produce effective paragraphs across genres.	Write paragraphs with clear topic sentences and cohesive organization, tailored to genre requirements.	Wide Angle 2 Unit 12 Writing Booklet Extra Writing Worksheets



7.2.5 Listening

Course Objectives	Related Learning Outcomes	Content / Material Set
Recognize a range of level-appropriate words, phrases, and structures in 1–5 minute listening texts.	<ul style="list-style-type: none"> a. Complete sentences with missing parts. b. Fill in information on forms/tables. c. Answer multiple-choice questions while listening. 	Wide Angle 2 Unit 1 Listening Audio Unit 1 Extra Listening Worksheets
Understand simple, everyday conversations when spoken slowly and clearly.	Respond appropriately to short dialogues on familiar daily topics.	Wide Angle 2 Unit 2 Listening Audio Unit 2 Extra Listening Worksheets
Identify the gist/main idea of a listening text.	<ul style="list-style-type: none"> a. Interpret contextual clues. b. Listen for key words to determine central meaning. 	Wide Angle 2 Unit 3 Listening Audio Unit 3 Extra Listening Worksheets
Follow short, simple social exchanges.	Demonstrate comprehension by giving short answers or role-play responses.	Wide Angle 2 Unit 4 Listening Audio Unit 4 Extra Listening Worksheets
Infer speakers' identity, situation, attitude, and purpose in a listening text.	<ul style="list-style-type: none"> a. Interpret contextual and audio/visual clues. b. Identify key words that reveal attitude or purpose. 	Wide Angle 2 Unit 5 Listening Audio Unit 5 Extra Listening Worksheets
Recognize fixed expressions used in small talk.	Identify and respond to expressions like greetings, thanks, apologies, or leave-takings.	Wide Angle 2 Unit 6 Listening Audio Unit 6 Extra Listening Worksheets
Identify keywords in descriptions of appearance and clothes.	Select or match information about people based on oral descriptions.	Wide Angle 2 Unit 7 Listening Audio Unit 7 Extra Listening Worksheets



Course Objectives	Related Learning Outcomes	Content / Material Set
Recognize phrases related to personal and family information.	Extract factual details (names, relationships, ages) from short listening tasks.	Wide Angle 2 Unit 8 Listening Audio Unit 8 Extra Listening Worksheets
Identify basic factual information in short dialogues or narratives on familiar topics.	Answer comprehension questions about everyday contexts if spoken slowly and clearly.	Wide Angle 2 Unit 9 Listening Audio Unit 9 Extra Listening Worksheets
Comprehend information related to daily routines and responsibilities.	Identify main activities and responsibilities described in short listening passages.	Wide Angle 2 Unit 10 Listening Audio Unit 10 Extra Listening Worksheets
Recognize information in narrative listening texts (stories, anecdotes).	<ul style="list-style-type: none"> a. Sequence events using time markers. b. Identify characters and settings based on oral descriptions. 	Wide Angle 2 Unit 11 Listening Audio Unit 11 Extra Listening Worksheets
Interpret extended listenings (3–5 minutes) for global and specific information.	<ul style="list-style-type: none"> a. Identify key arguments and supporting details. b. Distinguish between facts and opinions. c. Summarize the overall message in guided tasks. 	Wide Angle 2 Unit 12 Listening Audio Unit 12 Extra Listening Worksheets



7.2.6 Speaking

Course Objectives	Related Learning Outcomes	Content / Material Set
Convey messages in short conversations on personal topics.	Introduce self, exchange personal/family information, use fixed expressions in small talk.	Wide Angle 2 Unit 1 Speaking Activities Speaking Worksheets
Comprehend and produce everyday dialogues.	Participate in short exchanges about routines, daily life; express likes/dislikes politely.	Wide Angle 2 Unit 2 Speaking Activities Speaking Worksheets
Identify and express the main idea of a short spoken text.	Summarize key details from conversations; use clear linking words in oral responses.	Wide Angle 2 Unit 3 Speaking Activities Speaking Worksheets
Participate in peer conversations (4-5 minutes)	Express opinions, agreement/disagreement, react politely, give reasons/examples.	Wide Angle 2 Unit 4 Speaking Activities Speaking Worksheets
Deliver a short oral summary of a text.	Summarize information from short spoken passages; retell events with sequence markers.	Wide Angle 2 Unit 5 Speaking Activities Speaking Worksheets
Conduct structured conversations with peers.	Reassure, persuade, encourage, offer counterarguments, defend simple opinions.	Wide Angle 2 Unit 6 Speaking Activities Speaking Worksheets
Interpret and discuss visual information.	Accurately describe charts/graphs/infographics, identify trends and patterns, formulate personal opinions.	Wide Angle 2 Unit 7 Speaking Activities Speaking Worksheets



Course Objectives	Related Learning Outcomes	Content / Material Set
Present a short monologue (5–6 minutes).	Describe past experiences, feelings, hopes, attitudes; give precise factual information.	Wide Angle 2 Unit 8 Speaking Activities Speaking Worksheets
Analyze and discuss the content of an article.	<ul style="list-style-type: none"> a. Identify main ideas and author’s tone. b. Summarize arguments clearly. c. Express implications and critique content. 	Wide Angle 2 Unit 9 Speaking Activities Speaking Worksheets
Deliver a poster presentation (5-6 minutes).	<ul style="list-style-type: none"> a. Research and organize information logically. b. Use academic vocabulary. c. Present visuals (charts, images) clearly. 	Wide Angle 2 Unit 10 Speaking Activities Speaking Worksheets
Deliver a formal monologue presentation (6-7 min).	<ul style="list-style-type: none"> a. Express abstract ideas (certainty, probability, doubt). b. Generalize, hypothesize, and defend a viewpoint. c. Critique and review orally. 	Wide Angle 2 Unit 11 Speaking Activities Speaking Worksheets
Engage in a debate with peers.	<ul style="list-style-type: none"> a. Present arguments, rebut views, defend a position. b. Support claims with evidence 	Wide Angle 2 Unit 12 Speaking Activities Speaking Worksheets



07 LEVEL OBJECTIVES

7.3 B1 Level

7.3.1 Grammar

Course Objectives	Related Learning Outcomes	Content / Material Set
Describe routines and things that are always true by using the simple present tense.	Describe daily routines and general truths using the simple present tense in spoken and written forms.	Wide Angle 3 Unit 1 Grammar Presentation Unit 1
Use present continuous tense to talk about things happening now or around now.	Use the present continuous tense to describe actions happening now or around the present time.	Wide Angle 3 Unit 1 Grammar Presentation Unit 1
Use different question words to ask about different types of information.	Use different question words (who, what, where, when, why, how) appropriately to ask for specific information in everyday situations.	Wide Angle 3 Unit 1 Grammar Presentation Unit 1
Use tag questions with be and do to check information or to ask someone if they agree.	Use tag questions with be and do to check information or ask for agreement in short spoken exchanges.	Wide Angle 3 Unit 1 Grammar Presentation Unit 1
Use the positive, negative and question forms with be in simple past tense with past time expressions.	Use was/were in positive, negative and question forms with appropriate time expressions to talk about the past.	Wide Angle 3 Unit 1 Grammar Presentation Unit 1
Describe things that existed or did not exist in a place in the past by using there was / there were.	Talk about things that existed or did not exist in a place in the past by using there was / there were.	Wide Angle 3 Unit 2 Grammar Presentation Unit 2



Course Objectives	Related Learning Outcomes	Content / Material Set
Describe a continuing action interrupted by a shorter action in the past using the past continuous tense.	Describe a continuing action in the past interrupted by a shorter action using the past continuous with the simple past.	Wide Angle 3 Unit 2 Grammar Presentation Unit 2
Differentiate simple past and past continuous tense and use when to connect them correctly.	Distinguish between simple past and past continuous tenses and use when to connect them appropriately in narratives.	Wide Angle 3 Unit 2 Grammar Presentation Unit 2
Construct sentences about regular actions done in the past but not now, and about past states or comparisons, by using used to.	Describe past habits, states and comparisons between past and present using used to.	Wide Angle 3 Unit 2 Grammar Presentation Unit 2
Use the present perfect simple with for and since to talk about the period of time up to the present and when an activity started.	Use the present perfect tense with for and since to express duration and starting points of actions.	Wide Angle 3 Unit 3 Grammar Presentation Unit 3
Differentiate present perfect and simple past tenses.	Distinguish between the present perfect and simple past tenses and use them in appropriate contexts.	Wide Angle 3 Unit 3 Grammar Presentation Unit 3
Construct actions or states in the present perfect by using yet, already, never, ever and still.	Use yet, already, never, ever and still with the present perfect to describe actions or states.	Wide Angle 3 Unit 3 Grammar Presentation Unit 3
Express a completed action in the past that has relevance to the present (e.g. a present result) by using the present perfect tense.	Demonstrate past actions that have present results using the present perfect tense.	Wide Angle 3 Unit 3 Grammar Presentation Unit 3
Identify repeated actions by using the present perfect tense.	Describe repeated actions or experiences using the present perfect tense.	Wide Angle 3 Unit 3 Grammar Presentation Unit 3



Course Objectives	Related Learning Outcomes	Content / Material Set
Recognize decisions and promises made at the time of speaking by using will.	Construct spontaneous decisions and promises using will.	Wide Angle 3 Unit 4 Grammar Presentation Unit 4
Describe an action with a predictable result by using will.	Use will to describe an action with a predictable result in the future.	Wide Angle 3 Unit 4 Grammar Presentation Unit 4
Discuss future plans, predictions and intentions by using be going to.	Distinguish future plans, intentions and predictions using be going to.	Wide Angle 3 Unit 4 Grammar Presentation Unit 4
Use the simple present tense to talk about the future after when, if, as soon as, before and after.	Use the simple present tense to talk about the future after time words such as when, if, as soon as, before and after.	Wide Angle 3 Unit 4 Grammar Presentation Unit 4
Use the present continuous or be going to to talk about future plans.	Use the present continuous or be going to to talk about future arrangements and plans.	Wide Angle 3 Unit 4 Grammar Presentation Unit 4
Use comparative and superlative adjectives (more... than, the ... -est, the most..., less..., as...as) to compare people and things.	Use comparative and superlative adjectives (more... than, the most..., the -est, less..., as...as) to compare people and things.	Wide Angle 3 Unit 5 Grammar Presentation Unit 5
Use two or more adjectives to describe people or things.	Use two or more adjectives in a sentence to describe people or objects.	Wide Angle 3 Unit 5 Grammar Presentation Unit 5



Course Objectives	Related Learning Outcomes	Content / Material Set
Use adjectives ending in -ed to talk about a person's feelings.	Use adjectives ending in -ed to describe people's feelings.	Wide Angle 3 Unit 5 Grammar Presentation Unit 5
Use adjectives ending in -ing to talk about a quality someone or something has.	Use adjectives ending in -ing to describe the qualities of people or things.	Wide Angle 3 Unit 5 Grammar Presentation Unit 5
Use quantifiers both, several, most, all, too much/too many, a little/a few, a lot and enough to talk about the number of people and things.	Use quantifiers (both, several, most, all, too much/too many, a little/a few, a lot, enough) to describe quantity.	Wide Angle 3 Unit 6 Grammar Presentation Unit 6
Identify and use verbs with two objects.	Recognize and apply verbs that take two objects (e.g. give, show, send) correctly in context.	Wide Angle 3 Unit 6 Grammar Presentation Unit 6
Use deductions about the present with must, have to and can't.	Construct present-time deductions using must, have to and can't.	Wide Angle 3 Unit 7 Grammar Presentation Unit 7
Describe predictions using will and might.	Illustrate future predictions using will and might.	Wide Angle 3 Unit 7 Grammar Presentation Unit 7
Identify adverbs a little, pretty, much and really.	Use adverbs such as a little, pretty, much and really to modify adjectives or verbs.	Wide Angle 3 Unit 7 Grammar Presentation Unit 7
Practice making requests and asking for and giving permission using can, could and may.	Use polite request forms to ask for and give permission using can, could and may.	Wide Angle 3 Unit 8 Grammar Presentation Unit 8



Course Objectives	Related Learning Outcomes	Content / Material Set
Compare and use be able to to talk about ability and possibility in the present, past and future tenses.	Use be able to to talk about ability and possibility in the present, past and future.	Wide Angle 3 Unit 8 Grammar Presentation Unit 8
Differentiate may, might and could to talk about possibilities in the present and future and to make deductions.	Use may, might and could to express present and future possibilities and make logical deductions.	Wide Angle 3 Unit 8 Grammar Presentation Unit 8
Describe events and the results that always follow by using the zero conditional.	Use the zero conditional to describe general truths and give instructions.	Wide Angle 3 Unit 9 Grammar Presentation Unit 9
Demonstrate a possible action or situation in the future and the result or effect that follows by using the first conditional.	Use the first conditional to talk about possible future actions and their outcomes.	Wide Angle 3 Unit 9 Grammar Presentation Unit 9
Construct advice by using the first conditional.	Use the first conditional to give advice about possible future situations.	Wide Angle 3 Unit 9 Grammar Presentation Unit 9
Relate to unlikely events or imaginary situations and their possible results by using the second conditional.	Use reflexive pronouns to show that the subject and object of a sentence are the same.	Wide Angle 3 Unit 9 Grammar Presentation Unit 9
Describe events, processes and procedures by using the simple present and simple past passive.	Demonstrate events, procedures or processes using the passive voice in the simple present and past.	Wide Angle 3 Unit 10 Grammar Presentation Unit 10



Course Objectives	Related Learning Outcomes	Content / Material Set
Identify objects, people or places by using a or an with singular nouns.	Use a or an with singular countable nouns appropriately.	Wide Angle 3 Unit 10 Grammar Presentation Unit 10
Illustrate a specific person or thing known by both parties by using the.	Use the to refer to specific people or things that are known to both the speaker and listener or mentioned earlier.	Wide Angle 3 Unit 10 Grammar Presentation Unit 10
Discuss objects, people or places by using no article with plural nouns or things in general.	Omit the article in general statements and with plural or uncountable nouns when appropriate.	Wide Angle 3 Unit 10 Grammar Presentation Unit 10
Interpret objects, people or places by using indefinite pronouns and adverbs (somebody, something, everybody, everywhere, anybody, anything, etc.).	Use indefinite pronouns and adverbs (someone, something, anyone, anything, everywhere, etc.) correctly.	Wide Angle 3 Unit 10 Grammar Presentation Unit 10
Express actions or events that happened before something else or before a particular time in the past by using the past perfect.	Use the past perfect tense to describe actions completed before a specific time or event in the past.	Wide Angle 3 Unit 11 Grammar Presentation Unit 11
Differentiate past simple and past perfect by using past simple for the more recent action and past perfect for the earlier action.	Distinguish between the past simple and past perfect tenses to show the order of past events.	Wide Angle 3 Unit 11 Grammar Presentation Unit 11
Analyze a person or a thing by using relative pronouns who, which and that.	Combine information about people or things using relative pronouns (who, which, that) to form relative clauses.	Wide Angle 3 Unit 11 Grammar Presentation Unit 11



Course Objectives	Related Learning Outcomes	Content / Material Set
Use the to-infinitive after an adjective or another verb to give the reason for doing something.	Use the to-infinitive after an adjective or another verb to express reasons (e.g. happy to..., want to...).	Wide Angle 3 Unit 12 Grammar Presentation Unit 12
Use the to-infinitive after verbs for discussing plans and intentions (agree, decide, hope, etc.) and certain other verbs (need, learn, etc.).	Use the to-infinitive after verbs related to plans or intentions (decide, hope, agree, need, learn, etc.).	Wide Angle 3 Unit 12 Grammar Presentation Unit 12
Use the -ing form or the to-infinitive after certain verbs.	Use either the -ing form or the to-infinitive appropriately after certain verbs (e.g. like, want, enjoy).	Wide Angle 3 Unit 12 Grammar Presentation Unit 12



7.3.2 Vocabulary

Course Objectives	Related Learning Outcomes	Content / Material Set
Identify and use adverbs of frequency and manner in the correct position within sentences.	Place adverbs of frequency and manner accurately in spoken and written sentences.	Wide Angle 3 Unit 1 Vocabulary Practice Unit 1
Classify and apply time-related phrases across different parts of speech (adjectives, prepositions, verbs).	Categorize time phrases by part of speech and integrate them into short dialogues.	Wide Angle 3 Unit 2 Vocabulary Practice Unit 2
Form and recognize nouns derived from adjectives and verbs using common suffixes.	Generate noun forms from adjectives and verbs using suffixes in both exercises and short writing tasks.	Wide Angle 3 Unit 3 Vocabulary Practice Unit 3
Distinguish and use a range of common separable phrasal verbs and inseparable prepositional verbs.	Differentiate between separable and inseparable phrasal verbs and use them correctly in contextualised practice.	Wide Angle 3 Unit 4 Vocabulary Practice Unit 4
Use and combine nouns with appropriate prepositions (to, of, for, in).	Combine nouns with correct prepositions to form grammatically accurate expressions.	Wide Angle 3 Unit 5 Vocabulary Practice Unit 5
Construct and analyse agent nouns using affixes (-er, -or, -ist, -ian).	Construct agent nouns with affixes and analyse their meanings in real-world contexts.	Wide Angle 3 Unit 6 Vocabulary Practice Unit 6
Apply and extend collocations with get in varied contexts.	Demonstrate accurate use of collocations with get in both controlled and freer speaking tasks.	Wide Angle 3 Unit 7 Vocabulary Practice Unit 7



Course Objectives	Related Learning Outcomes	Content / Material Set
Use and interpret common prefixes to modify the meaning of verbs.	Modify verb meanings using common prefixes and explain the change in meaning.	Wide Angle 3 Unit 8 Vocabulary Practice Unit 8
Use and interpret common prefixes that intensify or modify adjectives.	Enhance adjectives with appropriate prefixes and compare the semantic differences.	Wide Angle 3 Unit 9 Vocabulary Practice Unit 9
Form and evaluate adjectives from nouns with common affixes.	Form adjectives from nouns with affixes and evaluate their appropriateness in written texts.	Wide Angle 3 Unit 10 Vocabulary Practice Unit 10
Select and use a range of adverbial intensifiers with adjectives appropriately.	Use adverbial intensifiers with adjectives to add nuance and emphasis in descriptions.	Wide Angle 3 Unit 11 Vocabulary Practice Unit 11
Apply and produce phrasal verbs with two particles in sentences.	Produce original sentences with two-particle phrasal verbs in both written and oral communication.	Wide Angle 3 Unit 12 Vocabulary Practice Unit 12



7.3.3 Reading

Course Objectives	Related Learning Outcomes	Content / Material Set
Examine simple texts by skimming to identify key concepts.	Assemble the main ideas in short texts by recognizing topic sentences and repeated keywords.	Wide Angle 3 Unit 1 Wide Angle Unit 1 Low-High Reading
Inspect short texts by scanning to locate specific information.	Organize dates, names and numbers efficiently in descriptive or narrative texts.	Wide Angle 3 Unit 2 Wide Angle Unit 2 Low-High Reading
Use synonyms to describe or gloss an unknown word.	Demonstrate the meaning of unfamiliar words using synonyms and contextual clues.	Wide Angle 3 Unit 3 Wide Angle Unit 3 Low-High Reading
Differentiate facts from opinions in a reading text at B1 level.	Distinguish objective statements from subjective ones by analyzing tone and content.	Wide Angle 3 Unit 4 Wide Angle Unit 4 Low-High Reading
Recognize words with more than one meaning by using the context.	Employ the appropriate meaning of polysemous words by analyzing surrounding sentences and overall context.	Wide Angle 3 Unit 5 Wide Angle Unit 5 Low-High Reading
Describe the main information from simple diagrams (e.g. graphs, bar charts).	Distinguish key points from visual data and integrate them with accompanying written texts.	Wide Angle 3 Unit 6 Wide Angle Unit 6 Low-High Reading
Recognize cause and effect relationships in a simple academic text when they are clearly signalled.	Practise causal links by identifying common conjunctions and sentence patterns.	Wide Angle 3 Unit 7 Wide Angle Unit 7 Low-High Reading
Recognize common prefixes to guess the meanings of unfamiliar words.	Identify and apply common prefixes (e.g. un-, re-, pre-) to infer the meaning of new vocabulary items in context.	Wide Angle 3 Unit 8 Wide Angle Unit 8 Low-High Reading



Course Objectives	Related Learning Outcomes	Content / Material Set
Analyze a character in a literary text by making conclusions from direct and indirect descriptions.	Compose character traits by evaluating both explicit and implicit details in literary texts.	Wide Angle 3 Unit 9 Wide Angle Unit 9 Low-High Reading
Recognise contrasting ideas in a structured text when signalled by discourse markers.	Identify opposing viewpoints and shifts in argument by recognising contrast markers such as “however”, “on the other hand” and “although”.	Wide Angle 3 Unit 10 Wide Angle Unit 10 Low-High Reading
Recognize text cohesion at individual word level (pronouns, nouns) by using contextual clues to identify anaphoric references.	Inspect pronouns and repeated nouns to interpret relationships between ideas and maintain textual coherence.	Wide Angle 3 Unit 11 Wide Angle Unit 11 Low-High Reading
Construct notes on a simple academic text.	Examine structured notes by identifying key information, signal words and supporting details in academic reading passages.	Wide Angle 3 Unit 12 Wide Angle Unit 12 Low-High Reading



7.3.4 Writing

Course Objectives	Related Learning Outcomes	Content / Material Set
Use informal expressions in emails to people they know well.	Construct informal emails using appropriate greetings, closings and common everyday expressions suited for friends and family.	Wide Angle 3 Unit 1
Practice writing short, simple notes, emails and messages relating to everyday matters.	Compose informal texts (notes, messages or short emails) related to daily topics such as appointments, requests or updates.	Wide Angle 3 Unit 1
Examine a basic paragraph containing a topic sentence and related details using a model.	Compose a coherent paragraph with a clear topic sentence and supporting ideas, using a given model for guidance.	Writing Booklet Chapter 2
Inspect an introduction to a simple essay using a model.	Write a basic introductory paragraph that presents the main topic and outlines the essay's structure, using a sample as a reference.	Writing Booklet Chapter 3
Arrange direct quotations to support ideas as hooks in introduction paragraphs or as in-text quotes.	Insert short direct quotations into introductory or body paragraphs to support or illustrate ideas.	Writing Booklet Chapter 3
Analyze a conclusion to a simple essay using a model.	Write a concluding paragraph that summarises the main ideas and provides closure, following a provided model.	Writing Booklet Chapter 4
Use basic cohesive devices (and, but, because, so) to connect ideas and maintain flow within a paragraph.	Connect ideas in a paragraph using basic cohesive devices such as and, but, because and so.	Writing Booklet Chapter 5
Use synonyms to describe or gloss an unknown word.	Rephrase unfamiliar words using context-appropriate synonyms or short descriptive phrases.	Writing Booklet Chapter 5



Course Objectives	Related Learning Outcomes	Content / Material Set
Recognize discourse markers that compare and contrast ideas.	Identify and interpret common linking expressions (e.g. however, on the other hand, similarly) in B1-level texts.	Writing Booklet Chapter 5
Use connectors to show chronological sequence.	Use sequencing words and phrases (e.g. first, next, finally) to organise events in order in their writing.	Writing Booklet Chapter 5
Demonstrate sentences at B1 level without changing their meaning	Rewrite given sentences using synonyms and grammatical alternatives while keeping the original meaning.	Writing Booklet Chapter 5
Examine basic punctuation rules (apostrophes, commas, full stops, exclamation marks, question marks, dashes and capital letters) when writing texts at B1 level.	Apply basic punctuation conventions correctly when writing paragraphs, emails or short essays.	Writing Booklet Chapter 7
Design reasons and explanations for opinions, plans and actions.	Give simple justifications for opinions, intentions or actions using common linking phrases and logical structure.	Wide Angle 3 Unit 8
Dramatize messages by writing accurate and meaningful sentences using a range of level words, phrases and grammatical structures.	Write grammatically accurate and semantically clear sentences using B1-level vocabulary and grammar to convey meaning effectively.	Wide Angle 3 Unit 9
Inspect a short narrative or recount of an event using simple sequencing markers and time expressions.	Write a simple story or description of an event using basic time expressions and sequencing markers (e.g. then, after that, yesterday).	Wide Angle 3 Unit 11



Course Objectives	Related Learning Outcomes	Content / Material Set
Interpret the key themes and characters in short narratives involving familiar situations.	Analyse main characters and central themes in short, familiar stories using B1-level vocabulary and phrases.	Wide Angle 3 Unit 11
Use narrative tenses to describe events or tell a story in the past.	Use past simple and past continuous tenses appropriately to narrate past events or experiences.	Wide Angle 3 Unit 12
Construct opinion essays of around 300 words to answer a given question by organising ideas into accurate and meaningful sentences using a range of level words, phrases and grammatical structures appropriate to purpose and audience.	Write a 300-word opinion essay that presents a clear viewpoint, is logically organised and uses B1-level language to address a specific question, considering the audience.	B1 Essay Writing Practice



7.3.5 Listening

Course Objectives	Related Learning Outcomes	Content / Material Set
Analyze the probable meaning of simple, unknown words from short, familiar contexts.	Propose the meaning of unknown vocabulary using surrounding words and contextual clues.	Wide Angle 3 Unit 1
Listen to a short narrative and predict what will happen next.	Anticipate and describe possible next events in a short narrative based on contextual and verbal cues.	Wide Angle 3 Unit 2
Identify who the speakers are, what the situation is, and the speaker's attitude and purpose in a listening text.	Distinguish the speakers' identity, relationship, purpose and attitude using contextual and audio/visual clues, vocabulary and register.	Wide Angle 3 Unit 3
Restate the level of formality of a situation when a person speaks.	Distinguish between formal and informal speech by analysing language choice and social context.	Wide Angle 3 Unit 5
Compare and infer implied meanings and underlying messages from spoken lectures on familiar topics.	Assemble implied meanings and unstated intentions in familiar spoken content beyond the literal words.	Wide Angle 3 Unit 6
Identify specific information in a 6–8 minute listening text by listening for key content words, markers and signal words.	Prepare, locate and record specific factual and structural elements of longer listening texts using various listening strategies and note-taking tools.	Wide Angle 3 Unit 7
Recognize statements that are used as questions.	Recognize question intonation in declarative sentences and distinguish between questions and statements.	Wide Angle 3 Unit 8
Identify the gist or main idea of a listening text by interpreting contextual clues and listening for key words.	Formulate the main idea of a listening passage by using context and identifying key vocabulary.	Wide Angle 3 Unit 10



Course Objectives	Related Learning Outcomes	Content / Material Set
Recognize a speaker's feelings or attitudes.	Identify the speaker's emotions or attitudes by interpreting tone, stress and lexical choices.	Wide Angle 3 Unit 12
Recognize emphasis through intonation and stress.	Identify speaker emphasis in spoken texts, when guided by questions, by recognising intonation and stress patterns.	Q Skills 3 Unit 1
Categorize and record effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic.	Organize structured notes by identifying main ideas and supporting details during a simple presentation on a familiar topic.	
Identify and discuss the causes and effects presented in spoken materials.	Interpret causal relationships by recognising linking words (e.g. because, therefore) and discourse markers in listening texts.	Q Skills 3 Unit 2
Recognize and interpret time-related cues in spoken narratives and discussions.	Arrange the sequence of events in spoken texts by identifying time markers and verb tenses.	Q Skills 3 Unit 3
Recognize a range of level-appropriate words, phrases and grammatical structures in 1–6 minute listening texts in order to complete common listening tasks.	Complete sentences, fill in missing information on forms and visual organisers, match items in lists and answer multiple-choice questions by identifying key language in 1–6 minute listening texts.	

7.3.6 Speaking

Course Objectives	Related Learning Outcomes	Content / Material Set
Manage the flow of conversation and show interest using discourse markers and fixed expressions.	Arrange, initiate, maintain and close conversations using turn-taking strategies, discourse markers (e.g. “Well...”, “What about you?”, “Anyway...”) and fixed conversational expressions (e.g. “Really?”, “That’s interesting!”).	Q Skills 3 Unit 1 B1 Speaking Practice
Ask for, give and follow detailed multi-step directions using spatial language.	Ask for, give and follow detailed directions using spatial prepositions and imperative forms in everyday scenarios (e.g. how to get to a place).	Q Skills 3 Unit 2 B1 Speaking Practice
Plan and give context-appropriate advice	Plan and give relevant, practical advice in response to everyday problems using modals (should, could, might) and simple conditional structures.	Q Skills 3 Unit 2 B1 Speaking Practice
Organize information in the form of a 3-5 minute monologue or presentation using level-appropriate language.	Prepare short, structured presentations on familiar topics using connected sentences and appropriate linking devices.	B1 Speaking Practice
Express and justify personal opinions in short monologues.	Justify opinions using basic reasoning and supporting details in short talks.	B1 Speaking Practice
Describe a problem, explain its context and suggest simple solutions.	Describe everyday problems, explain background information and suggest possible solutions in short monologues.	B1 Speaking Practice
Narrate short, coherent stories using sequencing expressions.	Tell short, coherent stories using sequencing expressions (e.g. first, then, after that).	B1 Speaking Practice



Course Objectives	Related Learning Outcomes	Content / Material Set
Describe and evaluate films, books or plays in simple terms using fixed expressions.	Describe and evaluate films, books or plays using fixed expressions (e.g. “It was about...”, “I think the main message was...”).	B1 Speaking Practice
Express clear personal opinions on familiar topics using simple language.	Organize clear personal opinions on familiar topics using simple but appropriate language structures and vocabulary.	B1 Speaking Practice
Take part in 4-6 minute conversations, showing agreement and disagreement politely.	Employ agreement and disagreement politely and appropriately in conversations with peers.	B1 Speaking Practice
Make and respond to suggestions and recommendations in everyday contexts.	Practice and respond to suggestions and recommendations in simple conversational situations.	B1 Speaking Practice
Give and ask for advice, reasons, preferences and evaluations in discussions.	Give and ask for advice, ask about and express preferences, discuss problems and options, and talk about advantages and disadvantages in familiar contexts.	B1 Speaking Practice
Manage ideas and decisions in group discussions, including accepting or rejecting ideas and reaching consensus.	Accept or reject ideas with brief justifications, respond to suggestions, recommend basic actions and reach simple consensus in group tasks.	B1 Speaking Practice
Conduct brief informal interviews using prepared questions and follow-up prompts.	Carry out a simple informal interview using prepared questions and appropriate follow-up prompts.	B1 Speaking Practice
Explain which character they identify with in a familiar story or film and give reasons.	Explain which character they most identify with in a familiar story or film and provide simple reasons.	B1 Speaking Practice



07 LEVEL OBJECTIVES

7.4 B2 Level

7.4.1 Grammar

Course Objectives	Related Learning Outcomes	Content / Material Set
Utilize the dramatic present to express personal or fictional experiences.	Express narrative experiences by using the dramatic present accurately in spoken and written narratives.	Wide Angle 5 Unit 1 - Grammar Grammar Presentation - Unit 1 Forms Exercises
Identify the difference between Present Perfect and Present Perfect Continuous and use them correctly in context.	Differentiate between Present Perfect and Present Perfect Continuous and apply them appropriately in context.	Wide Angle 5 Unit 1 - Grammar Grammar Presentation - Unit 1 Forms Exercises
Recognize and use modal verbs to express formality or informality in speech and writing.	Distinguish between formal and informal speech by selecting appropriate modal forms (may, might, can, could, would, shall).	Wide Angle 5 Unit 1 - Grammar Grammar Presentation - Unit 1 Forms Exercises
Formulate subject, direct/indirect and prepositional questions in spoken and written discourse.	Construct and respond to different types of questions accurately in both speaking and writing.	Wide Angle 5 Unit 1 - Grammar Grammar Presentation - Unit 1 Forms Exercises
Demonstrate accurate use of narrative tenses (past simple, past continuous, past perfect) in common situations.	Apply narrative tenses appropriately in a range of familiar situations.	Wide Angle 5 Unit 2 - Grammar Grammar Presentation - Unit 2 Forms Exercises
Differentiate between Past Perfect Simple and Past Perfect Continuous and apply them accurately in context.	Distinguish the uses of Past Perfect Simple and Past Perfect Continuous and use them accurately in context.	Wide Angle 5 Unit 2 - Grammar Grammar Presentation - Unit 2 Forms Exercises



Course Objectives	Related Learning Outcomes	Content / Material Set
Describe habits and routines in the past and present using correct grammar and frequency adverbs to express attitude.	Describe present and past habits and routines using <i>be/get used to, used to, would</i> and present continuous with adverbs of frequency to show attitude.	Wide Angle 5 Unit 2 - Grammar Grammar Presentation - Unit 2 Forms Exercises
Express contrast between ideas using appropriate linking words in speech and writing.	Employ contrast clauses (<i>even though, although, in spite of, despite, whereas, while</i>) to highlight surprising or unexpected contrasts.	Wide Angle 5 Unit 2 - Grammar Grammar Presentation - Unit 2 Forms Exercises
Employ articles correctly to refer to specific places, refer back to items and generalize using plural nouns without articles.	Apply articles to refer to proper nouns, refer back to previously mentioned items, and generalize about people or things using plural noun phrases without an article.	Wide Angle 5 Unit 3 - Grammar Grammar Presentation - Unit 3 Forms Exercises
Utilize words like <i>neither, either, each</i> and <i>all</i> with noun phrases to refer to groups and sub-groups.	Distinguish groups and sub-groups using <i>neither, either, each</i> and <i>all</i> with noun phrases, and apply <i>every one of / each of</i> accurately in context.	Wide Angle 5 Unit 3 - Grammar Grammar Presentation - Unit 3 Forms Exercises
Construct sentences using modals of obligation and necessity to indicate rules, duties and necessary actions.	Apply modals of obligation and necessity (<i>must, shouldn't, have to, need to, etc.</i>) to express obligations and necessities appropriately.	Wide Angle 5 Unit 3 - Grammar Grammar Presentation - Unit 3 Forms Exercises
Clarify meanings using modals like <i>don't have to</i> and <i>don't need to</i> to express actions that are not necessary or required.	Distinguish contexts where lack of obligation or necessity is expressed with <i>don't have to</i> and <i>don't need to</i> .	Wide Angle 5 Unit 4 - Grammar Grammar Presentation - Unit 4 Forms Exercises
Express permission accurately using <i>can</i> and <i>may</i> in speaking and writing.	Indicate permission and prohibition using <i>can</i> and <i>may</i> to show what is allowed or not allowed.	Wide Angle 5 Unit 4 - Grammar Grammar Presentation - Unit 4 Forms Exercises



Course Objectives	Related Learning Outcomes	Content / Material Set
Indicate regret or disapproval about past actions using should have and shouldn't have.	Convey regret or disapproval about past actions using should have / shouldn't have + past participle.	Wide Angle 5 Unit 4 - Grammar Grammar Presentation - Unit 4 Forms Exercises
Formulate guesses or conclusions about past events using past modals of deduction.	Evaluate past situations using past modals of deduction (must have, must not have, can't/couldn't have, might/could/may have).	Wide Angle 5 Unit 4 - Grammar Grammar Presentation - Unit 4 Forms Exercises
Employ different future tenses and expressions to discuss future events accurately in speaking and writing.	Construct statements about the future using a range of forms (will, be going to, simple present, present continuous, just about to, future perfect, future perfect continuous, future continuous).	Wide Angle 5 Unit 5 - Grammar Grammar Presentation - Unit 5 Forms Exercises
Analyze the difference between Future Perfect and Future Continuous and use them accurately in speaking and writing.	Distinguish between Future Perfect and Future Continuous and apply them accurately in context.	Wide Angle 5 Unit 5 - Grammar Grammar Presentation - Unit 5 Forms Exercises
Formulate speculations and guesses using modal verbs, uncertainty phrases and adverbs of possibility.	Infer speculations and guesses by interpreting clues such as modals/phrases of uncertainty and adverbs of possibility.	Wide Angle 5 Unit 5 - Grammar Grammar Presentation - Unit 5 Forms Exercises
Demonstrate the use of -ing forms and to-infinitives in various structures.	Construct sentences using a range of -ing and to-infinitive patterns (adj/noun + prep + -ing; adj/noun + to-inf; noun + be + to-inf; something/nothing/anything + to-inf; too + adj + to-inf) accurately in speaking and writing.	Wide Angle 5 Unit 6 - Grammar Grammar Presentation - Unit 6 Forms Exercises
Apply verbs followed by -ing or to-infinitive, recognizing when meanings are the same or different.	Distinguish between verb + -ing and to-infinitive forms (e.g. remember, forget, regret, stop, try) when they have the same or different meanings in context.	Wide Angle 5 Unit 6 - Grammar Grammar Presentation - Unit 6 Forms Exercises



Course Objectives	Related Learning Outcomes	Content / Material Set
Employ defining (restrictive) and non-defining (non-restrictive) relative clauses accurately in speaking and writing.	Integrate defining and non-defining relative clauses correctly in spoken and written texts.	Wide Angle 5 Unit 7 - Grammar Grammar Presentation - Unit 7 Forms Exercises
Manipulate defining relative clauses by omitting the relative pronoun where appropriate.	Transform defining relative clauses by omitting relative pronouns accurately in appropriate contexts.	Wide Angle 5 Unit 7 - Grammar Grammar Presentation - Unit 7 Forms Exercises
Organize a sequence of events using appended clauses with present participle or having + past participle.	Express sequences of events accurately using participle clauses in speaking and writing.	Wide Angle 5 Unit 7 - Grammar Grammar Presentation - Unit 7 Forms Exercises
Condense information in sentences using participle clauses to achieve conciseness.	Refine sentences in speaking and writing by using participle clauses for conciseness.	Wide Angle 5 Unit 7 - Grammar Grammar Presentation - Unit 7 Forms Exercises
Articulate preferences using would rather + infinitive in speaking and writing.	Indicate preferences and alternatives using would rather + infinitive appropriately in context.	Wide Angle 5 Unit 7 - Grammar Grammar Presentation - Unit 7 Forms Exercises
Formulate questions using would rather to ask about preferences or present options.	Construct questions and options using would rather accurately in speaking and writing.	Wide Angle 5 Unit 7 - Grammar Grammar Presentation - Unit 7 Forms Exercises
Employ reporting verbs with a variety of structures (to-infinitive, person + to-infinitive, -ing, that-clause).	Articulate others' ideas, opinions and information accurately using a range of reporting-verb structures and complements.	Wide Angle 5 Unit 8 - Grammar Grammar Presentation - Unit 8 Forms Exercises
Interpret reported questions using appropriate reporting verbs and structures.	Convey reported questions and statements accurately using suitable reporting verbs, structures, passive forms and complement clauses.	Wide Angle 5 Unit 8 - Grammar Grammar Presentation - Unit 8 Forms Exercises



Course Objectives	Related Learning Outcomes	Content / Material Set
Apply reported speech (e.g. say, tell) to communicate ideas, beliefs and information.	Communicate ideas, beliefs and information using reported speech with appropriate structures, passive forms and complement clauses.	Wide Angle 5 Unit 9 - Grammar Grammar Presentation - Unit 9 Forms Exercises
Distinguish between verbs followed by to-infinitive and verbs followed by bare infinitive and use them correctly.	Apply verbs followed by to-infinitive (e.g. agree, aim, hope) and verbs followed by bare infinitive (e.g. make, let) accurately in speaking and writing.	Wide Angle 5 Unit 9 - Grammar Grammar Presentation - Unit 9 Forms Exercises
Describe actions by emphasizing the action rather than the doer by using the passive form with be + past participle.	Apply the passive form (be + past participle) to focus on actions rather than the doer in speaking and writing.	Wide Angle 5 Unit 9 - Grammar Grammar Presentation - Unit 9 Forms Exercises
Employ the to-infinitive with nouns, adjectives and verbs (+ objects) as well as in purpose clauses.	Construct sentences using to-infinitive with nouns, adjectives and verbs (+ objects), and in purpose clauses accurately in speaking and writing.	Wide Angle 5 Unit 10 - Grammar Grammar Presentation - Unit 10 Forms Exercises
Articulate purpose clauses with to-infinitive to explain reasons behind actions.	Demonstrate the use of infinitive purpose clauses to explain reasons for actions accurately in speaking and writing.	Wide Angle 5 Unit 10 - Grammar Grammar Presentation - Unit 10 Forms Exercises
Employ so as to with infinitive clauses to express purpose accurately in speaking and writing.	Formulate sentences using so as to accurately to express purpose in speaking and writing.	Wide Angle 5 Unit 10 - Grammar Grammar Presentation - Unit 10 Forms Exercises
Convey beliefs and opinions using verbs of judgment and evaluation in the passive.	State beliefs and opinions using passive verbs of judgment and evaluation accurately in context.	Wide Angle 5 Unit 10 - Grammar Grammar Presentation - Unit 10 Forms Exercises



Course Objectives	Related Learning Outcomes	Content / Material Set
Utilize the passive future (e.g. will, be going to, future perfect).	Apply passive future tenses accurately in both writing and speech.	Wide Angle 5 Unit 10 - Grammar Grammar Presentation - Unit 10 Forms Exercises
Use conjunctions (unless, in case, as long as, when, as soon as, before, while) to connect ideas in future and conditional sentences.	Combine clauses with time and condition linkers to create accurate, coherent sentences.	Wide Angle 5 Unit 10 - Grammar Grammar Presentation - Unit 10 Forms Exercises
Describe actions arranged by others using have/get something done.	Produce sentences that explain services or arrangements using causative structures (have/get something done).	Wide Angle 5 Unit 10 - Grammar Grammar Presentation - Unit 10 Forms Exercises
Apply adverbs such as so, such and other intensifiers with adjectives.	Insert suitable adverbs and intensifiers to give emphasis or indicate degree in short texts.	Wide Angle 5 Unit 10 - Grammar Grammar Presentation - Unit 10 Forms Exercises
Differentiate between gradable and non-gradable adjectives with adverbs of degree.	Match adjectives with correct intensifiers and produce accurate examples in context.	Wide Angle 5 Unit 11 - Grammar Grammar Presentation - Unit 11 Forms Exercises
Use adverbs before adjectives to express degree or intensity (e.g. very, really, too).	Produce sentences that show the extent of gradable and non-gradable adjectives by using suitable adverbs.	Wide Angle 5 Unit 11 - Grammar Grammar Presentation - Unit 11 Forms Exercises
Employ conjunctions such as unless, in case, as long as and time conjunctions (when, as soon as, while, before, etc.) with present and future tenses.	Construct complex sentences that connect conditions and time clauses using appropriate conjunctions.	Wide Angle 5 Unit 12 - Grammar Grammar Presentation - Unit 12 Forms Exercises



Course Objectives	Related Learning Outcomes	Content / Material Set
Use a range of complex conditionals (second, third, mixed).	Produce conditional sentences that describe hypothetical present, past or future outcomes using second, third and mixed conditionals.	Wide Angle 5 Unit 12 - Grammar Grammar Presentation - Unit 12 Forms Exercises
Describe present or future outcomes of hypothetical situations using unless.	Produce conditional sentences with unless to indicate possible or future results of hypothetical situations.	Wide Angle 5 Unit 12 - Grammar Grammar Presentation - Unit 12 Forms Exercises
Employ a range of complex conjunctions in conditional statements (second, third and mixed conditionals).	Construct conditional sentences with various conjunctions across different contexts and time frames.	Wide Angle 5 Unit 12 - Grammar Grammar Presentation - Unit 12 Forms Exercises
Express wishes using I wish / if only for present, past or future contexts.	Produce sentences with I wish / if only to show unreal or hypothetical desires about present, past or future situations.	Wide Angle 5 Unit 12 - Grammar Grammar Presentation - Unit 12 Forms Exercises



7.3.2 Vocabulary

Course Objectives	Related Learning Outcomes	Content / Material Set
Express various degrees of probability with adverbs.	Indicate the likelihood of events using adverbs of probability in short discussions or texts.	Wide Angle 5 Unit 1 Wide Angle Vocabulary Presentation - Unit 1
Place prepositions correctly with separable and inseparable phrasal verbs.	Construct sentences using appropriate particle placement in phrasal and prepositional verbs.	Wide Angle 5 Unit 2 Wide Angle Vocabulary Presentation - Unit 2
Employ adverbial intensifiers with adjectives.	Modify adjectives with appropriate intensifiers to show degree or emphasis.	Wide Angle 5 Unit 3 Wide Angle Vocabulary Presentation - Unit 3
Use a range of common phrases for clarification.	Employ clarification expressions to request or provide clearer information in interactions.	Wide Angle 5 Unit 4 Wide Angle Vocabulary Presentation - Unit 4
Form nouns from adjectives and verbs by applying common suffixes.	Generate new noun forms from given adjectives and verbs in contextual tasks.	Wide Angle 5 Unit 5 Wide Angle Vocabulary Presentation - Unit 5
Differentiate and accurately use a range of antonyms.	Match words with their opposites and apply them in short sentences.	Wide Angle 5 Unit 6 Wide Angle Vocabulary Presentation - Unit 6
Use a range of common verb + preposition collocations with for, on and against.	Produce accurate examples of verb + preposition collocations in both spoken and written tasks.	Wide Angle 5 Unit 7 Wide Angle Vocabulary Presentation - Unit 7
Construct vocabulary for discussing quotations and paraphrases.	Produce short written explanations or paraphrases using appropriate academic vocabulary.	Wide Angle 5 Unit 8 Wide Angle Vocabulary Presentation - Unit 8



Course Objectives	Related Learning Outcomes	Content / Material Set
Use common verb + noun collocations with get, have, make and take.	Apply collocations in speaking and writing to describe everyday and academic situations.	Wide Angle 5 Unit 9 Wide Angle Vocabulary Presentation - Unit 9
Employ alternatives for the word thing.	Select and substitute suitable nouns for general terms such as thing in context.	Wide Angle 5 Unit 10 Wide Angle Vocabulary Presentation - Unit 10
Express lifestyle through verb + noun and adjective + noun collocations.	Describe lifestyle and daily activities using common verb + noun and adjective + noun collocations.	Wide Angle 5 Unit 11 Wide Angle Vocabulary Presentation - Unit 11
Use indefinite compound pronouns with prefixes inter-, pre-, trans- and pro-.	Identify and apply compound pronouns with these prefixes in short texts and dialogues.	Wide Angle 5 Unit 12 Wide Angle Vocabulary Presentation - Unit 12
Infer meanings of unknown vocabulary using context clues.	Predict word meanings from surrounding text or visuals.	Q Skills Unit 1
Consult dictionaries effectively to determine meanings of unknown vocabulary.	Locate and record definitions of unfamiliar words using a dictionary.	Q Skills Unit 2
Recognize and apply phrasal verb forms in different contexts.	Incorporate phrasal verbs into spoken and written sentences appropriately.	Q Skills Unit 3
Differentiate between word forms and parts of speech (verbs, adjectives, adverbs, nouns).	Classify words into their correct grammatical categories in tasks.	Q Skills Unit 4
Employ prefixes and suffixes to create new words or change word classes.	Employ prefixes and suffixes to create new words or change word classes.	Q Skills Unit 5



Course Objectives	Related Learning Outcomes	Content / Material Set
Differentiate between formal and informal vocabulary choices.	Select appropriate words and expressions for formal and informal contexts.	Q Skills Unit 6
Form collocations with adjective + verb or verb + preposition.	Combine words to produce accurate collocations in writing and speaking tasks.	Q Skills Unit 7
Distinguish the meanings of idioms in context.	Interpret idiomatic expressions in short texts and apply them in simple speech or writing	Q Skills Unit 8



7.3.3 Reading

Course Objectives	Related Learning Outcomes	Content / Material Set
Infer the intended audience, author's attitude and purpose in a text at B2 level by using appropriate reading strategies.	Identify audience type, determine the author's attitude and explain the purpose of a given text by applying strategies such as skimming, scanning, summarizing and analysing key ideas.	Wide Angle 5 Unit 1 Wide Angle Unit 1 Low-High Reading
Analyze the plot of extended narratives written in standard, non-literary language.	Outline the sequence of events and summarize the storyline of a longer text.	Wide Angle 5 Unit 2 Wide Angle Unit 2 Low-High Reading
Recognize and understand chronology in a narrative.	Arrange events in correct chronological order after reading.	Wide Angle 5 Unit 2 Wide Angle Unit 2 Low-High Reading
Identify the gist or main idea of a B2-level reading text by using a range of strategies.	Distinguish the main idea and highlight supporting ideas by applying strategies such as previewing, scanning and interpreting visual information.	Wide Angle 5 Unit 3 Wide Angle Unit 3 Low-High Reading
Distinguish examples that support arguments and counterarguments in academic texts.	Locate supporting evidence and categorize counterarguments within a given text.	Wide Angle 5 Unit 4 Wide Angle Unit 4 Low-High Reading
Analyze the meanings of homographs in complex texts.	Interpret homographs by linking them to context and differentiate their meanings in sentences.	Wide Angle 5 Unit 5 Wide Angle Unit 5 Low-High Reading
Infer the intended audience, author's attitude and purpose in a text at B2 level by combining several reading strategies.	Indicate who the intended audience is and what the author's purpose is by using strategies such as scanning, summarizing and identifying key ideas.	Wide Angle 5 Unit 6 Wide Angle Unit 6 Low-High Reading



Course Objectives	Related Learning Outcomes	Content / Material Set
Recognize simple metaphors in academic texts.	Underline metaphors in a passage and explain their meaning.	Wide Angle 5 Unit 7 Wide Angle Unit 7 Low-High Reading
Identify idiomatic or non-standard language in correspondence.	Interpret the meaning of idiomatic phrases in everyday written communication.	Wide Angle 5 Unit 8 Wide Angle Unit 8 Low-High Reading
Recognize valid generalizations in written arguments.	Distinguish between fact, opinion and generalization in academic texts.	Wide Angle 5 Unit 9 Wide Angle Unit 9 Low-High Reading
Identify information by recognizing a range of B2-level words, phrases and grammatical structures in different types of texts.	Locate key details in texts of 650–750+ words, literary texts or academic articles.	Wide Angle 5 Unit 10 Wide Angle Unit 10 Low-High Reading
Distinguish the use of addition and contrast linking words in texts.	Highlight connectors showing addition or contrast and explain their function in the text.	Wide Angle 5 Unit 11 Wide Angle Unit 11 Low-High Reading
Discern relationships between reasons and consequences in complex texts.	Explain how causes lead to specific results in academic readings.	Wide Angle 5 Unit 11 Wide Angle Unit 11 Low-High Reading



7.3.4 Writing

Course Objectives	Related Learning Outcomes	Content / Material Set
Develop effective and appropriate paragraphs in various genres, including topic sentences and supporting arguments.	Write coherent body paragraphs with unity and support in expository, descriptive and argumentative styles.	Wide Angle 5 Unit 1
Employ discourse markers for time and sequence to convey messages accurately.	Integrate markers (e.g. first, then, meanwhile) into sentences to improve cohesion.	Wide Angle 5 Unit 2
Summarize literary and non-literary texts of 300+ words by extracting main ideas, describing plots, combining multiple texts, concluding presentations or making bullet summaries.	Produce summaries of various texts in their own words and condense multiple sources into one coherent piece.	Wide Angle 5 Unit 3
Develop arguments systematically using reasons and result-linking words.	Construct chains of reasoning with cause-effect markers (e.g. therefore, as a result).	Wide Angle 5 Unit 4
Support a main idea with explanations and examples in a structured paragraph.	Provide relevant details and illustrations to strengthen topic sentences.	Wide Angle 5 Unit 5
Signal similarities or differences between ideas using discourse markers.	Use markers (e.g. however, similarly, whereas) to contrast or compare ideas in text.	Wide Angle 5 Unit 6
Adapt academic texts to a target audience by adding examples, reasoning and explanatory comments.	Rewrite or expand content for clarity and accessibility for non-specialist audiences.	Wide Angle 5 Unit 7
Integrate paraphrasing, direct quotes and reported speech within academic writing to express others' ideas.	Accurately embed external sources using citation conventions.	Wide Angle 5 Unit 8



Course Objectives	Related Learning Outcomes	Content / Material Set
Compose opinion essays of at least 300 words with logical development.	Write structured opinion essays with thesis, supporting ideas and conclusion.	Wide Angle 5 Unit 9 B2 Writing Booklet Presentation - Opinion Essay
Highlight significant points and relevant supporting details to develop an argument.	Identify key arguments and expand them with explanations and evidence.	Wide Angle 5 Unit 10 B2 Writing Booklet Presentation - Opinion Essay
Employ synonyms to avoid repetition in writing.	Replace repeated words with contextually appropriate synonyms.	Wide Angle 5 Unit 11
Construct arguments using addition and contrast linking words effectively.	Integrate linking words (e.g. moreover, on the other hand) to improve logical flow.	Wide Angle 5 Unit 12
Compose essays with an introduction, two body paragraphs and a conclusion.	Produce a structured essay of 300+ words with logical flow and academic style.	B2 Writing Booklet Presentation: Introduction to Writing Essays
Differentiate between an argumentative essay and an opinion essay.	Compare structural and rhetorical features of an argumentative and an opinion essay.	B2 Writing Booklet Presentation: Introduction to Writing Essays
Identify differences among the paragraphs of an essay.	Distinguish topic sentences, supporting details and transitions across paragraphs.	B2 Writing Booklet Presentation: Introduction to Writing Essays. B2 Writing Booklet Presentation: Argumentative Essay



Course Objectives	Related Learning Outcomes	Content / Material Set
Draft a well-developed first body paragraph of an argumentative essay.	Compose a body paragraph with a clear topic sentence, evidence and analysis.	B2 Writing Booklet Presentation: Argumentative Essay
Construct an introduction paragraph for an argumentative essay with a well-developed thesis statement.	Draft an introduction that clearly presents background, stance and thesis.	B2 Writing Booklet Presentation: Argumentative Essay
Develop a second body paragraph of an argumentative essay with counter-argument and refutation.	Write a paragraph that presents opposing views and directly responds with evidence-based refutation.	B2 Writing Booklet Presentation: Argumentative Essay
Construct a counter-argument for the second body paragraph of an argumentative essay.	Write a balanced counter-argument supported with reasoning or examples.	B2 Writing Booklet Presentation: Argumentative Essay
Compose a well-developed conclusion for an argumentative essay.	Produce a closing paragraph that restates thesis, synthesizes key points and signals closure.	B2 Writing Booklet Presentation: Argumentative Essay
Compose an argumentative essay with a clear thesis, logically organized body paragraphs, counter-argument and refutation, and a conclusion that fully addresses the prompt.	Produce a well-developed argumentative essay of at least 300 words.	B2 Writing Booklet Presentation: Argumentative Essay
Produce coherent and cohesive opinion and argumentative essays (300+ words) addressing a prompt, using accurate grammar, varied vocabulary and audience awareness.	Deliver polished essays with a clear thesis, logical progression and grammatical accuracy.	B2 Writing Booklet Presentation: Opinion Essay



Course Objectives	Related Learning Outcomes	Content / Material Set
Annotate notes by underlining key ideas, removing unnecessary details, adding thoughts, using a dictionary and summarizing.	Produce annotated notes that show comprehension, prioritization and reflection.	Q Skills Unit 1
Determine the correct definition of a word from multiple dictionary meanings using context.	Choose the appropriate meaning by analysing textual clues.	Q Skills 4 Unit 2



7.3.5 Listening

Course Objectives	Related Learning Outcomes	Content / Material Set
Infer who the speakers are, the situation, attitude and purpose by using contextual and linguistic clues.	Analyze speaker roles, setting and intent to explain how language and tone reflect purpose.	Wide Angle 5 Units 1 & 2
Extract the meaning of unknown words from context when the topic is familiar.	Apply prior knowledge and context to clarify new vocabulary in listening texts.	Wide Angle 5 Unit 3
Interpret context clues in an audio to infer meanings of unknown vocabulary.	Deduce accurate word meanings based on tone, repetition and surrounding information.	Wide Angle 5 Unit 3
Identify the gist or main idea of a listening text by interpreting contextual clues and listening for key words.	Infer the main idea of a listening passage using context clues and key words.	Wide Angle 5 Unit 4
Infer attitude, mood and opinions in discussions.	Evaluate speakers' tone and lexical choices to explain mood and opinion.	Wide Angle 5 Units 5 & 6
Take effective notes while listening to a simple lecture or presentation.	Record key ideas using concise notes with logical sequencing.	Wide Angle 5 Unit 7
Recognize paraphrased ideas in a presentation or lecture.	Identify reformulations of the same idea and explain their equivalence.	Wide Angle 5 Unit 8
Identify specific information in a 9–10 minute listening text by listening for key content words and discourse markers.	Extract specific information by listening for key content words, macro- and micro-markers, signal words and phrases, and by organizing notes with abbreviations, symbols, headings and visuals.	Wide Angle 5 Units 9 & 10



Course Objectives	Related Learning Outcomes	Content / Material Set
Recognize a range of B2-level words, phrases and grammatical structures in 2–7 minute listening texts to complete common tasks.	Demonstrate comprehension by accurately completing tasks such as sentence completion, gap-fills on forms and charts, matching and multiple-choice questions.	Wide Angle 5 Unit 11
Recognize and understand vague language in informal conversation to identify important information.	Interpret vague expressions (e.g. “stuff”, “sort of”, “you know”) and extract the main message.	Wide Angle 5 Unit 12
Distinguish the main ideas of an audio by using clues in a chart.	Identify and separate central ideas from supporting details using graphic organizers.	Q Skills 4 Unit 1
Organize notes using charts while listening.	Construct charts that show key points and relationships in a listening audio.	Q Skills 4 Unit 1
Take notes using key words and phrases during a lecture or presentation.	Select and document essential points without unnecessary details.	Q Skills 4 Unit 2
Organize notes with T-charts to compare two sides of a topic.	Construct T-charts showing similarities and differences between arguments or perspectives.	Q Skills 4 Unit 2
Compare contrasting topics by creating charts.	Construct comparison charts that highlight opposing ideas clearly.	Q Skills 4 Unit 3
Identify details of a longer listening audio by evaluating information.	Evaluate the relevance of details and filter essential from redundant information using guiding questions.	Q Skills 4 Unit 4



Course Objectives	Related Learning Outcomes	Content / Material Set
Employ a split page to organize notes from a listening text.	Apply the split-page method to separate main ideas from supporting details and questions, producing an organized set of notes.	Q Skills 4 Unit 4
Identify causes and effects in an audio by listening to signal words that connect events or ideas.	Point out at least two cause-effect relationships in a 5–7 minute audio by recognizing and noting the signal words.	Q Skills 4 Unit 8



7.3.6 Speaking

Course Objectives	Related Learning Outcomes	Content / Material Set
<p>Convey messages and information in the form of a 9-10 minute monologue or presentation using a range of level-appropriate words, phrases and grammatical structures to perform advanced functions (e.g. describing experiences, giving precise information, expressing abstract ideas, generalizing, speculating, expressing opinions, critiquing and reviewing, developing and defending arguments, responding to counterarguments, and summarizing texts and articles).</p>	<p>Produce a well-structured oral presentation that demonstrates clarity, reasoning and synthesis while adapting content for purpose and audience.</p>	<p>Wide Angle 5 Q Skills 4 Speaking Practices</p>
<p>Employ appropriate academic vocabulary relevant to the presentation topic.</p>	<p>Apply domain-specific vocabulary accurately to enhance precision and credibility.</p>	<p>Wide Angle 5 Q Skills 4 Speaking Practices</p>
<p>Demonstrate control over grammar and syntax for clarity and accuracy in oral communication.</p>	<p>Produce spoken output that reflects linguistic accuracy and complexity.</p>	<p>Wide Angle 5 Q Skills 4 Speaking Practices</p>
<p>Organize presentation content logically with a clear introduction, body and conclusion.</p>	<p>Structure oral content to ensure cohesion and logical flow.</p>	<p>Wide Angle 5 Q Skills 4 Speaking Practices</p>



Course Objectives	Related Learning Outcomes	Content / Material Set
Create clear and informative visual support (e.g. slides, charts, images) for academic presentations.	Design supporting visuals (such as slides or simple charts) that reinforce and clarify key points in their presentations.	Wide Angle 5 Q Skills 4 Speaking Practices
Demonstrate comprehension of presentation task requirements and assessment criteria.	Interpret task guidelines and align presentation content and delivery with academic standards.	Wide Angle 5 Q Skills 4 Speaking Practices
Conduct research on a chosen topic, gathering relevant and reliable information for a presentation or debate task.	Select and integrate credible sources to support oral arguments in presentations and debates.	Wide Angle 5 Q Skills 4 Speaking Practices
Analyze information critically and synthesize it into coherent points for oral delivery.	Demonstrate higher-order thinking by evaluating sources and constructing logical arguments in spoken tasks.	Wide Angle 5 Q Skills 4 Speaking Practices
Summarize orally information from different spoken sources, reconstructing arguments to present the overall result.	Integrate information from different spoken sources and convey the reconstructed arguments clearly.	Wide Angle 5 Q Skills 4 Speaking Practices
Apply techniques to engage the audience (e.g. asking questions, inviting feedback, responding).	Facilitate interaction to ensure active participation and engagement during presentations and discussions.	Wide Angle 5 Q Skills 4 Speaking Practices
Manage presentation time effectively, ensuring all key points are covered within the allotted time.	Cover all key points within the allotted timeframe, demonstrating effective pacing.	Wide Angle 5 Q Skills 4 Speaking Practices



Course Objectives	Related Learning Outcomes	Content / Material Set
Articulate ideas with clear pronunciation, stress and intonation to enhance comprehension and engagement.	Deliver speech that is intelligible and expressive, sustaining listener attention.	Wide Angle 5 Q Skills 4 Speaking Practices
Deliver presentations confidently, maintaining effective posture, eye contact and body language.	Exhibit professional presence and oral delivery skills.	Wide Angle 5 Q Skills 4 Speaking Practices
Show the ability to analyze information critically and synthesize it into coherent points in interactive speaking tasks.	Evaluate information critically and synthesize it into coherent points during pair/group discussions and presentations.	Wide Angle 5 Q Skills 4 Speaking Practices
Interact in a 9-10 minute peer conversation to reassure and encourage, persuade, express agreement and disagreement, express opinions, respond to counterarguments, offer facts or personal experiences, express reactions, defend a point of view, reach consensus, critique and review, develop an argument, concede a point, emphasize key issues and interpret information from charts/graphs and data.	Engage in a 9-10 minute peer conversation using appropriate vocabulary and structures to express opinions, persuade, respond to counterarguments, develop and defend arguments, critique, emphasize points, reach consensus and interpret information from charts, graphs and data.	Wide Angle 5 Q Skills 4 Speaking Practices
Debate with peers for 30-40 minutes by presenting arguments, rebutting opposing views, supporting claims with evidence, persuading others, offering constructive criticism, expressing agreement and disagreement, asking clarifying questions, providing counterexamples and drawing conclusions.	Participate in sustained academic debate by demonstrating critical reasoning, persuasion and collaborative problem-solving.	Wide Angle 5 Q Skills 4 Speaking Practices



07 LEVEL OBJECTIVES

7.5 Pre-Faculty Level

7.5.1 Grammar

Course Objectives	Related Learning Outcomes	Content / Material Set
Use a wide range of complex sentence structures to express relationships between ideas in academic contexts.	Construct complex sentences using subordination (e.g. concessive, result, condition) to link ideas in essays, reports and presentations.	Language For... Professional Communication Skills
	Combine short, simple sentences into more complex sentences when revising drafts to improve flow and precision.	Language For... Life Skills
	Identify and correct common errors in clause structure (e.g. fragments, run-ons, misplaced clauses) that interfere with meaning.	Language For... Skills for Problem Solving
Control verb tenses and aspect to show time relationships in academic communication.	Select and maintain appropriate tense and aspect when describing processes, research, and case studies in written assignments.	Language For... Professional Communication Skills
	Distinguish between narrative, descriptive and analytical uses of tense in sample academic texts.	The Guardian Weekly Reading Global Critical Eye
	Edit drafts to resolve tense inconsistency in paragraphs and short reports.	Life Skills Language For...



Course Objectives	Related Learning Outcomes	Content
Use modal verbs and semi-modals to show degree of certainty, obligation and recommendation.	Use modals (e.g. may, might, must, should) to express claims, speculation and recommendations in written and spoken tasks.	Professional Communication Skills Language For...
	Differentiate between strong and tentative statements in academic texts and reformulate them using appropriate modals.	Global Critical Eye The Guardian Weekly Reading
	Justify the choice of modals in sample sentences by explaining the intended level of certainty or obligation.	Skills for Problem Solving Language For...
Use noun phrases and reference structures to increase density and cohesion in academic texts.	Expand simple noun phrases into complex ones using pre-modifiers, post-modifiers and relative clauses (e.g. “the rapidly changing global market”).	Language For... Vocabulary Builders
	Identify and underline key noun phrases in academic readings and explain how they condense information.	The Guardian Weekly Reading. Global Critical Eye
	Use referencing devices (e.g. this, these, the former, such) to refer back to ideas in previous sentences and avoid repetition.	Professional Communication Skills Skills
Use conditional and hypothetical language to discuss problems, solutions and research findings.	Use first, second and mixed conditionals to describe real and hypothetical situations in seminar discussions and case studies.	Skills for Problem Solving Language For...
	Reformulate everyday conditional sentences into more formal academic versions (e.g. “If X were to...”).	Language For... Professional Communication Skills
	Interpret conditional structures in reading and listening texts and explain their logical relationship.	The Guardian Weekly Reading Global Critical Eye



Course Objectives	Related Learning Outcomes	Content
Use reported speech and paraphrasing structures to integrate sources accurately.	Convert direct quotations from readings into indirect / reported speech while maintaining original meaning.	Language For... Global Critical Eye
	Use a range of reporting verbs (e.g. argue, suggest, claim, highlight) to introduce authors' ideas in writing and speaking.	Professional Communication Skills The Guardian Weekly Reading
	Paraphrase short academic passages using different grammatical structures while avoiding plagiarism.	Life Skills Language For...
Apply accurate grammar when editing for register, accuracy and coherence.	Use checklists to identify and correct recurring errors in articles, prepositions and subject-verb agreement in their own writing.	Life Skills Skills for Problem Solving
	Revise sentences to adjust formality (e.g. avoid contractions, informal verbs and vague pronouns) for an academic audience.	Professional Communication Skills Language For...
	Compare two versions of a paragraph (informal vs. academic) and explain the grammatical choices that create appropriate register.	Global Critical Eye Language For...

7.5.2 Vocabulary

Course Objectives	Related Learning Outcomes	Content / Material Set
Develop a broad academic vocabulary, including high-frequency words from academic word lists.	Identify and record high-frequency academic words and phrases while reading and listening, using a consistent note-taking system.	Vocabulary Builders The Guardian Weekly Reading
	Use selected academic words accurately in their own sentences on course-related topics.	Language For... Life Skills
	Distinguish between general, academic and technical vocabulary in authentic texts by colour-coding or categorising.	Global Critical Eye Vocabulary Builders
Use collocations and lexical bundles common in academic and professional discourse.	Recognise common collocations (e.g. “pose a risk”, “have an impact on”) in reading and listening tasks and record them in lexical notebooks.	Vocabulary Builders The Guardian Weekly Reading
	Produce appropriate collocations and lexical bundles in short written tasks such as summaries, emails and mini-reports.	Professional Communication Skills Language For...
	Replace vague or repetitive words with more precise collocations when editing their own writing.	Life Skills Skills for Problem Solving
Use word-formation processes and affixes to extend lexical range and support comprehension.	Analyse prefixes, suffixes and roots to guess the meaning and word class of unfamiliar vocabulary in context.	Vocabulary Builders Language For...
	Generate related forms (verb, noun, adjective, adverb) for key academic terms and use them accurately in sentences.	Vocabulary Builders Professional Communication Skills



Course Objectives	Related Learning Outcomes	Content
Use word-formation processes and affixes to extend lexical range and support comprehension.	Sort vocabulary lists into word families and explain the pattern of form and meaning.	Life Skills Skills for Problem Solving
Select vocabulary appropriate to audience, purpose and register.	Compare informal and formal vocabulary in sample texts and decide which expressions are appropriate for academic tasks.	Global Critical Eye Language For...
	Rewrite short texts (e.g. messages, posts) so that they are suitable for lecturers, classmates or professional contacts.	Professional Communication Skills Skills Life
	Identify and remove over-used, vague words (e.g. nice, good, bad, things) in their writing, replacing them with more precise alternatives.	Vocabulary Builders Language For...
Build field-specific vocabulary relevant to students' future disciplines.	Extract and record discipline-related vocabulary from texts, videos or case studies linked to students' faculties.	The Guardian Weekly Reading Global Critical Eye
	Use newly learned technical terms to explain basic concepts from their target fields in short presentations or discussions.	Professional Communication Skills Language For...
	Create glossaries or digital flashcard sets of key terms for their future departments and update them regularly.	Digital Skills Vocabulary Builders



7.5.3 Reading

Course Objectives	Related Learning Outcomes	Content / Material Set
Comprehend and interpret extended academic and semi-academic texts.	Identify main ideas and key supporting details in texts of 1,500–2,000 words on familiar academic or global topics.	The Guardian Weekly Reading Life Skills
	Distinguish clearly between examples, explanations and main claims in articles and chapters.	Language For... Professional Communication Skills
	Explain in their own words the central argument or message of an article in a short oral or written summary.	Life Skills Global Critical Eye
Apply advanced reading strategies to manage academic reading load.	Skim long texts to predict topic, stance and organisation before reading in detail.	Language For... Vocabulary Builders
	Scan texts efficiently to locate specific information (e.g. data, dates, names, definitions) needed for tasks.	Skills for Problem Solving Life Skills
	Use headings, topic sentences and signal words to navigate a text and refine note-taking.	Language For... Professional Communication Skills
Infer meaning from context and text structure.	Guess the meaning of unfamiliar vocabulary from context, affixes and knowledge of the topic, and check with a dictionary when needed.	Vocabulary Builders The Guardian Weekly Reading
	Identify pronoun and reference links (e.g. this, these, such, the former) across sentences and explain what they refer to.	Language For... Life Skills
	Interpret implied attitudes and assumptions that are not directly stated in the text.	Global Critical Eye The Guardian Weekly Reading



Course Objectives	Related Learning Outcomes	Content	
Analyse how texts are organised and how authors construct arguments.	Identify discourse structures (e.g. problem–solution, cause–effect, compare–contrast, argument–counter–argument) in academic and media texts.	Language For... Professional Communication Skills	
	Map the structure of an argument by labelling claims, reasons, evidence and counter-arguments in a text.	Global Critical Eye for Problem Solving	Skills
	Evaluate whether the organisation and use of visuals (graphs, tables, images) support or weaken the author’s message.	Digital Skills Global Critical Eye	
Evaluate perspectives, persuasive language and credibility of sources.	Identify persuasive techniques such as emotional language, rhetorical questions and selective evidence.	Global Critical Eye The Guardian Weekly Reading	
	Compare how different texts represent the same issue and comment on bias or missing viewpoints.	Global Critical Eye Life Skills	
	Judge which sources are more reliable for academic work and justify their choice using specific criteria.	Skills for Problem Solving Language For...	
Synthesise information from multiple sources.	Take organised notes from at least two sources on the same topic using tables, charts or mind maps.	Life Skills Skills for Problem Solving	
	Combine key ideas from several readings into a short written or spoken synthesis without copying whole sentences.	Language For... Professional Communication Skills	
	Use simple citation phrases (e.g. “According to...”, “One study suggests...”) to connect ideas from different texts.	Professional Communication Skills Language For...	



7.5.4 Writing

Course Objectives	Related Learning Outcomes	Content / Material Set
Produce clear, well-organised academic paragraphs and short essays.	Write topic sentences that clearly express the main idea of each paragraph.	Language For... Professional Communication Skills
	Develop paragraphs with logically ordered supporting details, examples and limited quotations.	Professional Communication Skills Life Skills
	Write short essays (250–350 words) in response to prompts, maintaining focus on the task and audience.	Life Skills Skills for Problem Solving
Integrate information from reading and listening sources in written work.	Paraphrase key ideas from sources using their own grammatical structures and vocabulary.	Language For... Global Critical Eye
	Write short summaries of articles or lectures that distinguish clearly between main ideas and supporting details.	The Guardian Weekly Reading Language For...
	Use simple in-text referencing phrases (e.g. “X (2023) notes that...”) accurately and consistently.	Professional Communication Skills Digital Skills
Use cohesive devices and language for stance to increase clarity and flow.	Use a range of linking words and phrases (e.g. in contrast, as a result, in addition) to connect sentences and paragraphs.	Language For... Professional Communication Skills
	Employ hedging and boosting expressions (e.g. may, tends to, clearly, strongly) appropriately in analytic writing.	Global Critical Eye Language For...
	Revise drafts to remove unnecessary repetition and improve cohesion between paragraphs.	Life Skills Skills for Problem Solving



Course Objectives	Related Learning Outcomes	Content
Plan, draft and edit writing using a process approach.	Create outlines and planning notes before writing extended assignments.	Skills for Problem Solving Life Skills
	Respond systematically to teacher and peer feedback to improve content, organisation and language.	Professional Communication Skills Skills Life
	Use digital tools (e.g. collaborative documents) to support revision while making final decisions themselves.	Digital Skills Language For...
Use appropriate register, tone and format for different academic tasks.	Adapt the style and format of writing for different genres such as emails, summaries, reflective journals and short reports.	Professional Communication Skills Skills Life
	Avoid informal features in academic writing (e.g. contractions, slang, emojis, very personal comments) unless explicitly required.	Language For... Global Critical Eye
	Justify language choices by explaining how they suit the audience and purpose of the text.	Global Critical Eye for Problem Solving Skills
Demonstrate grammatical accuracy and increasing complexity in written work.	Use a variety of complex sentences (e.g. relative, concessive, conditional) accurately in paragraphs and essays.	Language For... Vocabulary Builders
	Edit their own writing for common error patterns (articles, prepositions, verb forms, word order) before submission.	Life Skills Skills for Problem Solving
	Reflect briefly (e.g. in a learning log) on progress in writing and set specific goals for future assignments.	Life Skills Critical Eye Global



7.5.5 Listening

Course Objectives	Related Learning Outcomes	Content / Material Set
Comprehend extended academic talks, lectures and presentations.	Identify main ideas and key supporting details in 10-15-minute lectures on familiar academic topics.	Language For... Professional Communication Skills
	Follow signposting language (e.g. “firstly...”, “now let’s move on...”) to track the structure of a talk.	Language For... Skills for Problem Solving
	Complete guided note-taking tasks (e.g. outlines, tables, diagrams) while listening to lectures or conference talks.	Digital Skills Life Skills
Interpret speech in academic and real-world contexts.	Understand the gist and important details in online talks, webinars or interviews related to students’ fields.	The Guardian Weekly Reading Professional Communication Skills
	Identify the speaker’s purpose (e.g. to inform, persuade, warn, inspire) and provide examples from the talk.	Global Critical Eye Life Skills
	Summarise the main points of a talk orally or in writing after listening once or twice.	Language For... Life Skills
Analyse techniques used to engage and persuade listeners.	Recognise rhetorical devices such as repetition, examples, personal stories and questions in talks or debates.	Global Critical Eye Digital Skills
	Evaluate how tone, pacing and emphasis influence the message and audience reaction.	Professional Communication Skills Global Critical Eye
	Comment on how visual aids (slides, images, charts) support or distract from the spoken message.	Digital Skills Professional Communication Skills



Course Objectives	Related Learning Outcomes	Content
Strengthen the ability to recognise tone, mood and speaker stance.	Identify whether a speaker is confident, cautious, critical, supportive or neutral and justify their interpretation.	Global Critical Eye Life Skills
	Notice changes in mood or stance during discussions and note them in listening logs.	Skills for Problem Solving Language For...
	Distinguish between factual statements and opinions in spoken texts.	Language For... The Guardian Weekly Reading
Develop active listening skills for seminars and group work.	Use clarification strategies (e.g. asking for repetition, checking understanding, rephrasing) appropriately in group discussions.	Life Skills Language For...
	Track changes in topic and speaker perspective during multi-speaker discussions and record them in notes.	Skills for Problem Solving Language For...
	Use notes taken while listening to contribute relevant points in follow-up discussions or written responses.	Professional Communication Skills Life Skills



7.5.6 Speaking

Course Objectives	Related Learning Outcomes	Content / Material Set
Participate effectively in tutorials and collaborative tasks.	Initiate discussions by asking open questions or suggesting topics related to course content.	Life Skills Language For...
	Take turns naturally, using expressions for interrupting, clarifying and returning to the topic.	Language For... Skills for Problem Solving
	Summarise group decisions or key points at the end of a discussion.	Professional Communication Skills Life Skills
Express and justify opinions on academic and global issues.	Present a clear personal opinion on a topic and support it with reasons and examples.	Life Skills Global Critical Eye
	Use language for agreeing, disagreeing, qualifying and building on others' ideas politely.	Language For... Skills for Problem Solving
	Compare different viewpoints from readings, lectures or classmates and explain their own position.	Global Critical Eye The Guardian Weekly Reading
Deliver well-organised oral presentations with effective visuals.	Plan and deliver 5 to 10-minute presentations with clear introduction, logically sequenced points and a conclusion.	Professional Communication Skills Language For...
	Use signposting language (e.g. "There are three main points...") to guide the audience through their talk.	Language For... Digital Skills
	Design and integrate visuals (slides, posters, infographics) that support key messages without overloading the audience.	Digital Skills Professional Communication Skills



Course Objectives	Related Learning Outcomes	Content	
Use spoken language to explain, mediate and negotiate meaning.	Summarise the main ideas of a text, talk or group discussion for peers using accessible language.	Life Skills Language For...	
	Reformulate difficult concepts in simpler terms when classmates do not understand.	Skills for Problem Solving Professional Communication Skills	
	Help groups reach decisions by clarifying options, highlighting agreements and proposing compromises.	Global Critical Eye for Problem Solving	Skills
Develop fluency, accuracy and appropriate register in extended discourse.	Speak for several minutes on familiar academic topics with only occasional hesitation and self-correction.	Language For... Life Skills	
	Monitor and adjust grammar, vocabulary and pronunciation so that international listeners can understand easily.	Professional Communication Skills Language For...	
	Shift between semi-formal and formal language depending on context (e.g. informal tutorial vs. assessed presentation).	Global Critical Eye Professional Communication Skills	
Use non-verbal communication and voice effectively in academic and professional settings.	Maintain appropriate eye contact, posture and gesture during presentations and discussions.	Professional Communication Skills Skills	Life
	Adjust volume, pace and intonation to emphasise key points and maintain audience interest.	Professional Communication Skills Digital Skills	
	Reflect on their own recorded presentations, identify strengths and areas for improvement, and set specific goals.	Digital Skills Skills for Problem Solving	

