



T.R.
ALANYA ALAADDIN KEYKUBAT UNIVERSITY
School of Foreign Languages
Pacing-Syllabus



							Week 1		
Day 1							Input	Expected Output	CEFR Compatibility ¹
1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	Extra s			
Unit 1 A L&S Unit 1A Gr.	Unit 1 A Pr & Sp Unit 1A Voc	Unit 1B Vocab. Unit 1B Pron.	Unit 1B Gr. Unit 1B L & Sp	Unit 1A WB	Unit 1B WB		These lessons expand on the verb be in the third person singular (he, she, it). Vocab. includes countries and nationalities. Sts hear short dialogues and simple descriptions of people from different countries. Pron. input includes vowel sounds /i/, /ɛ/, and consonant /ʃ/, helping them distinguish commonly confused sounds.	Sts can identify and talk about where people are from using "He is from... / She is from...". apply the verb be accurately with third-person subjects, and use country names in short conversations. They are able to recognize and produce the vowel sounds /i/, /ɛ/ and the consonant /ʃ/ correctly and understand basic spoken and written descriptions.	A1 R: 1 A1 L: 2, 4; A1 Sp: 1, 3; A1 Wr: 1, 3 A1 Gr: subject pronouns (he, she, it), verb be (third person singular), affirmative A1 Vocab: countries, nationalities Pronunciation focus: /i/, /ɛ/, /ʃ/
Day 2									
Unit 1 Pr E	Unit 1 Pr E	Unit 2A Vocab. Unit 2A Pron.	Unit 2A Gr.	Unit 2A R&L Unit 2A Sp	Unit 2A WB		Students are introduced to the plural forms of the verb be (we, you, they). They also learn vocabulary related to nationalities and practice the pronunciation of the sounds /dʒ/, /ʃ/, and /z/.	Students will be able to ask and answer simple questions about people's nationalities and talk about groups of people using the correct form of be	A1 R: 1 A1 L: 1; A1 Sp: 1, 2, 4; A1 Wr: 1, 3 A1 Gr: verb be (plural forms: we, you, they), subject-verb agreement A1 Vocab: nationalities, countries, basic conversation starters (e.g., "Where are you from?")
Day 3									
Unit 2B R & L Unit 2B Gr.	Unit 2b Vocab Pronun. & L	Unit 2b Wr & Sp	Unit 2b WB	R and Check	R and Check		Students learn to form Wh- and How questions with the verb be. Vocabulary focus is on numbers from 11–100 and understanding spoken numbers in context.	Students will be able to ask for and give information about numbers, such as bus numbers, phone numbers, and prices. They will also improve their ability to understand and recognize spoken numbers.	A1 R: 1 A1 L: 1, 3, A1 Sp: 1, 2, 5 A1 Wr: 1, 3, 5 A1 Gr: Wh- and How questions with be, question formation, sentence order A1 Vocab: numbers 11–100, phone numbers, basic information questions
Day 4									
Unit 3A Vocabulary small things	Unit 3A Grammar singular and plural nouns, a / an	Unit 3A Grammar singular and plural nouns, a / an	Unit 3A Pronun /əʊ/ and /s/, plural endings	Unit 3A Listening & Speaking	Unit 3A WB		Students are introduced to singular and plural nouns, including the use of a / an. Vocabulary focuses on small everyday objects. Pronunciation practice includes /əʊ/ and /s/ sounds, along with plural endings.	Students will be able to name and describe small objects using the correct article (a / an) and noun form (singular/plural). They will also be able to ask and answer questions about the location of personal belongings.	A1 Reading: 1 A1 Listening: 1, 2 A1 Speaking: 1, 2, 5 A1 Writing: 1, 3, 5 A1 Grammar: singular and plural nouns, use of a / an, basic sentence patterns (e.g., "Where's the phone?") A1 Vocabulary: small everyday items, classroom and personal objects, demonstratives and determiners
Weekly Input	<p>• Key grammar: Verb <i>be</i> (affirmative, negative, and question forms); subject pronouns (<i>I, you, he, she, it, we, they</i>); possessive adjectives; <i>Wh-</i> and <i>How</i> questions; singular and plural nouns; <i>a / an</i> articles; demonstratives (<i>this, that, these, those</i>); prepositions of place (<i>in, on, under</i>); sentence word order in questions and statements. • Vocabulary: Countries and nationalities; classroom language; colours and basic adjectives; numbers (0–100); days of the week; phone numbers; personal items and small objects; language for personal details (e.g., name, nationality, phone number). • Functions: Introducing oneself and others; greeting and saying goodbye; asking for and giving personal information (e.g., nationality, phone number); asking and answering simple questions about people and objects; identifying and describing everyday objects and their location; spelling names and words aloud; understanding and giving simple classroom instructions.</p>						<p>• Skills: Listening for key information (e.g., names, numbers, locations) in slow, clear speech; understanding short, simple written texts (e.g., personal profiles, labels, signs); participating in short, structured dialogues; asking and answering questions in guided exchanges; writing isolated phrases and very simple sentences about familiar topics; spelling, reading, and pronouncing letters, sounds, and basic words correctly. • Question types: Yes/No questions with <i>be</i> (e.g., "Are you from Italy?"); <i>Wh-</i> questions (e.g., "What's your name?", "Where are you from?", "What number is the bus?"); spelling-related questions (e.g., "How do you spell that?"); number and information retrieval questions (e.g., "What's your phone number?", "Where's my phone?").</p>		
Weekly Output	<ul style="list-style-type: none"> Can introduce themselves and others, ask and answer about nationality, phone number, and location of objects, and respond to simple questions and instructions in everyday classroom or travel situations. 						<ul style="list-style-type: none"> Can understand and express simple phrases and questions related to identity, belongings, and routine classroom tasks. Can spell aloud, read, and write short descriptive or factual texts; recognize and reproduce key vowel/consonant sounds; apply appropriate stress and intonation in basic English pronunciation. Can follow slow and clear speech, understand numbers and short sentences with contextual support, and take part in structured role-plays or guided interactions. 		

¹ CEFR Compatibility details are available in *Curriculum Design & Course Objectives* file



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		<ul style="list-style-type: none"> Can use basic grammatical structures (verb be, question words, articles, singular/plural nouns) and thematic vocabulary (numbers, personal information, countries, objects) to produce short, accurate spoken and written sentences. 	
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	Week 2						Expected Output	CEFR Compatibility ²	
	Day 1								
	1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson			Extras
A1 KU RU Eng lish File 5th Ed. Beg inne r	Unit 3B Vocab	Unit 3B L	Unit 3B Gr.	Unit 3B Pron	Unit 3B Sp.	Unit 3B WB	Students are introduced to demonstratives and singular/plural nouns in describing objects, practice sentence rhythm and // in short conversations about specific items, focus on listening to simple descriptive phrases, and engage with dialogues related to buying souvenirs.	Students can understand and use demonstratives to ask and answer questions about objects in their immediate environment. They can distinguish between singular and plural forms in basic sentences, identify souvenirs and other everyday items, and participate in simple transactional dialogues, using correct sentence rhythm and pronunciation of /ð/	A1 R; A1 L: 1, 2, 4 A1 Sp: 2,5 A1 W: 3 A1 Gr: Demonstratives (this / that / these / those), singular and plural nouns, basic sentence structure, pointing and identification A1 Vocab: Souvenirs, everyday objects, descriptive words, shopping-related expressions
	Day 2								
	Unit 3B WB	Prc E	Prc E	Unit 4A Voc Unit 4A Pron	Unit 4A Gr.	Unit 4A L Unit 4A S&W	Students are introduced to possessive adjectives and the possessive 's with family-related vocabulary, practice distinguishing and producing /i/, /æ/, and /ə/ in context, and complete listening tasks to recognize possessives in clear speech.	Students can use possessive adjectives and the possessive 's to describe relationships and talk about their family. They can understand and produce simple sentences using family-related vocabulary and respond to basic questions. They can also recognize and pronounce the vowel sounds /i/, /æ/, and /ə/ in short exchanges.	A1 R: 1; A1 L: 1, 2, 4; A1 Sp: 2, 5; A1 W: 3; A1 Gr: Possessive adjectives (my, your, his, her, etc.), possessive 's (e.g., Anna's brother), basic sentence construction A1 Vocab: Family members, people, basic relationships (e.g., mother, cousin, friend), simple personal questions and answers
	Day 3								
	Unit 4A S & W	Unit 4A WB	Unit 4A WB	Unit 4B L&V	Unit 4B Gr Unit 4B Pr.	Unit 4B S&L	Students are introduced to descriptive adjectives (esp. colours), practice listening to car comparisons, focus on linking sounds and pronunciation of /ə/ and /ɪə/, and complete speaking tasks expressing preferences and describing objects with correct word order	Students can recognize and use basic adjectives to describe objects such as cars and everyday items. They can participate in short exchanges to express preferences using simple descriptive language. They can also apply correct word order for adjectives in noun phrases, and produce linking sounds when speaking.	A1 R: 1; A1 L: 1, 2, 4; A1 S: 2, 5; A1 W: 3, A1 Gr: Adjective use and position, sentence formation using descriptive language, expressing preferences A1 Vocab: Colours, common adjectives, items like cars and shopping-related vocab. A1 Pron: Linking between words, vowel sounds /ə/ and /ɪə/
Day 4									
Unit 4b WB	Unit 4b WB	Unit 3&4 Revise and Check	Unit 3&4 Revise and Check	Unit 3&4 Revise and Check	Unit 3&4 Revise and Check	Students review demonstratives, possessive forms, and basic adjectives, revise vocabulary on objects, souvenirs, family, people, and colours, practice describing and comparing, reinforce vowel sounds (/i/, /æ/, /ə/) with linking, and revisit functional language for asking about and describing possessions, relationships, and preferences.	Students can demonstrate understanding and use of target grammar and vocabulary from Units 3 and 4 in short spoken and written tasks. They can describe objects and people, use demonstratives and possessives accurately, and apply descriptive language in everyday situations. Students can also pronounce key vowel sounds and show improved fluency in basic dialogues through recycling of familiar functional phrases.	A1 R:1 L:1,2,4 S:2,5 W:3 Gr: Demonstratives, Poss. adj + 's, adj-noun order Vocab: Objects, souvenirs, family, people, colours, descriptives Pron: /i/, /æ/, /ə/, /ɪə/, stress + linking	
Weekly Input	Gr: Present simple (affirmative, negative, question forms), demonstratives (this / that / these / those), possessive adjectives, possessive 's, Whose...? questions, adjective-noun word order, singular and plural nouns Vocab: Jobs and workplaces (e.g. teacher, office worker), family members (e.g. cousin, uncle), souvenirs and everyday objects (e.g. mug, keyring), descriptive adjectives (e.g. big, cheap, new), colours, basic question words (What, Where, Whose)						Skills: Listening for main ideas and specific details in slow, clear speech; producing short structured spoken exchanges and basic written sentences; recognizing sentence rhythm and linking; practicing pronunciation of vowel sounds (/i/, /æ/, /ə/, /ɪə/) Question Types: Yes/No and Wh- questions (What, Where, Whose); descriptive and identifying questions; questions involving demonstratives and possessives; preference and comparison questions		

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	Functions: Asking and answering questions about jobs and routines, identifying and describing people and objects, expressing possession and family relationships, describing personal belongings and preferences, engaging in short shopping-related dialogues	
Weekly Output	<ul style="list-style-type: none"> Students can ask and answer present simple questions about jobs, family members, routines, and preferences using correct word order Students can use demonstratives and possessive forms to describe objects and relationships Students can recognize and use adjective-noun word order to describe and compare everyday items 	<ul style="list-style-type: none"> Students can understand and pronounce key vowel sounds and apply basic sentence stress and rhythm Students can engage in simple dialogues to identify, describe, and ask about objects, family, and preferences Students can produce short, clear written sentences using vocabulary from familiar topics (e.g. family, work, shopping)

	Week 3							Input	Expected Output	CEFR Compatibility ³
	Day 1									
	1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	Extras			
A1 KU RU Eng lish File 5th Ed. Beg inner	Unit 5A Vocab	Unit 5a R & Sp 5a Gr	Unit 5a Gr Unit 5a L	Unit 5a Pr Unit 5a Sp	Unit 5a Wr	Unit 5a WB		Students can use present simple (+/-) with food vocabulary to describe meals and preferences, ask/answer about eating habits, pronounce /dʒ/ vs /g/ correctly, understand food-related conversations, and produce short spoken/written texts about favourite meals.	Students can talk about meals and preferences using present simple (+/-), use basic food vocabulary, ask/answer about eating habits, pronounce /dʒ/ vs /g/ correctly, understand food conversations, and produce short texts about favourite meals.	A1 L:1,2,4 S:2,5 R:1-3 W:1,2 Gr: Pres. simple (aff/neg, I/you/we/they), prefs Vocab: Food & drink, likes/dislikes, fav. meals Pron: /dʒ/, /g/, rhythm in simple stmts
	Day 2									
	Unit 5b Gr	Unit 5b Voc Unit 5b L	Unit 5b Pron Unit 5b Sp	Unit 5 Pr E	Unit 5 Prac E	Unit 5b WB		Students practice present simple question forms (I/you/we/they) with common routines (get up, go to work, have lunch, watch TV), focusing on /w/ vs /v/, sentence rhythm, and structured speaking, listening, reading, and writing tasks about daily routines..	Students can form and answer present simple questions with common verb phrases to describe routines, ask and respond to daily activity questions, pronounce /w/ and /v/ accurately with correct rhythm, and produce short texts about everyday life.	A1 L:1,2,4 S:2,5 R:1-3 W:1,2 Gr: Pres. simple Qs (yes/no, Wh-), word order, do in Qs/short ans. Vocab: Routine verb phrases (get up, go to bed, etc.) Pron: /w/, /v/, rhythm + linking in Qs
	Day 3									
	Unit 6a Voc Unit 6a Gr	Unit 6a Gr Unit 6a Pron	Unit 6a Reading	Unit 6a Pr & Sp Unit 6a Wr	Unit 6a Writing	Unit 6a WB		Students practice present simple third person singular (he/she/it) with -s/-es endings, using job and workplace vocabulary to describe routines, focusing on verb forms, sentence rhythm, and accuracy in listening, speaking, reading, and short descriptive writing.	Students can describe jobs and routines of others using present simple third person with -s/-es endings, apply correct word order and rhythm, understand short statements about work, and engage in simple dialogues about people and professions.	A1 L:1,2,4 S:2,5 R:1-3 W:1,2 Gr: Pres. simple 3rd sg (-s/-es), he/she/it stmts (routines, jobs) Vocab: Jobs, workplaces, daily actions Pron: 3rd sg -s endings, rhythm in stmts about others.
	Day 4									
Unit 6b L & S Unit 6b Vocab	Unit 6b Gr	Unit 6b Pron Unit 6b S & Wr	Unit 6b L Unit 5-6 Revise and Check	Unit 5-6 Revise and Check	Unit 6b WB		Students practice adverbs of frequency (always, usually, sometimes, never) with the present simple to describe habits and routines, using daily activity vocabulary and time expressions, focusing on placement with third person, /dʒ/ vs /j/ pronunciation, rhythm, and accurate output in listening, speaking, reading, and writing tasks.	Students can describe routines with adverbs of frequency in the present simple (esp. he/she/it), use correct adverb placement and daily activity vocabulary, distinguish /dʒ/ vs /j/, apply natural rhythm, understand short texts/conversations, and produce simple spoken/written descriptions of a typical day.	A1 L:1,2,4 S:2,5 R:1-3 W:1,2 Gr: Pres. simple + freq. adv., word order, 3rd sg agr. Vocab: Daily activities, freq. adv. Pron: /dʒ/, /j/, rhythm in habitual stmts	
	Grammar: Present simple (affirmative, negative, question forms) for I, you, we, they and he, she, it; Third person singular endings (-s, -es); Adverbs of frequency (always, usually, sometimes, never); Word order in questions with do; Use of object pronouns and time expressions (e.g., in the morning, at night)								<ul style="list-style-type: none"> Skills: Listening for key details in short recordings, reading simple texts for specific information, Giving short structured oral and written descriptions, answering interview-style questions, Using contextual clues and sentence stress for meaning 	

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	<p>Vocabulary: Food and drink items (e.g., bread, juice, coffee), Common verb phrases for daily routines (e.g., get up, go to bed, have lunch), Jobs and workplaces (e.g., doctor, teacher, hospital, office), Adverbs of frequency, Time expressions and routine-related vocabulary Functions: Talking about eating and drinking habits, Describing daily routines and personal schedules, Asking and answering questions about jobs and everyday activities, Describing how often things happen, Expressing preferences and frequency in daily life</p>	<ul style="list-style-type: none">• Question Types: Yes/No questions with <i>be</i> and <i>do</i>, <i>Wh-</i> questions in present and past (e.g. <i>Where were you? What do you like?</i>), Opinion questions (e.g. <i>Do you like music?</i>), Interview-style personal questions
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	Week 4							Expected Output	CEFR Compatibility ⁴		
	Day 1									Input	
	1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	Extras				
A1 KU RU Eng lish File 5th Ed. Beg inne r	Unit 7a R & L Unit 7a Voc	Unit 7a Gr	Unit 7aPron	Unit 7a Sp	Unit 7aWB	Unit 7a WB		Students practice present simple and be question word order with routines and weekend/free time activities (go shopping, watch a film, play tennis), focusing on wh-/yes-no questions, /w/, /h/, /tə/, /əʊ/ sounds, natural intonation, and producing short dialogues, texts, and conversations about weekend plans	Students can ask and answer present simple questions with be and do about routines and weekend activities, use related vocabulary, apply natural intonation, understand short texts/dialogues, and produce clear spoken/written exchanges about weekend plans.	A1 L:1,2,4 S:1,2,5 R:1-3 W:1,2 Gr: Q word order (be, pres. simple), yes/no & wh- Qs, subj-verb agr. Vocab: Verb phrases, free time & weekend vocab Pron: /w/, /h/, /tə/, /əʊ/, intonation + rhythm in Qs	
	Day 2							Unit 7B WB	Students practice imperatives and object pronouns (me, him, her, us, them, it) with film vocabulary (action, comedy, horror, romantic comedy), focusing on giving instructions, replacing nouns with pronouns, using natural rhythm, and producing short spoken/written tasks about movies and preferences.	Students can give basic instructions with imperatives, use correct object pronouns in short dialogues, describe and express preferences about film types with appropriate vocabulary, apply natural rhythm in speech, understand short texts/dialogues on movies, and produce simple spoken/written opinions.	A1 L:1,2,4 S:1,2,5 R:1-3 W:1,2 Gr: Imperatives (+/-), obj pronouns Vocab: Film genres/types, prefs Pron: Rhythm in imperatives + short responses
	Unit 7b Gr	Unit 7 Vocab Unit 7B L	Unit 7BP&S	Unit 7BPE	Unit 7BPE						
	Day 3							Unit 8a WB	Students practice can/can't for permission and ability in affirmative, negative, and question forms with everyday verb phrases (park here, turn off your phone, take photos), focusing on weak/strong forms, /ə/, /eɪ/, /əʊ/ sounds, and producing short spoken/written tasks about giving, refusing, and asking permission.	Students can use can/can't to ask for, give, or deny permission, form short questions/answers about rules and possibilities, understand everyday conversations and notices, pronounce can/can't with correct rhythm, and produce simple spoken/written dialogues using modal verbs accurately.	A1 L:1,2,4 S:2,4,5 R:1-3 W:1,2 Gr: Modal can (perm/ability, +/-/?) Vocab: Verb phrases (rules, daily actions) Pron: Can/can't weak/strong, /ə/, /eɪ/, /əʊ/, rhythm in permission stmts
	Unit 8A R & Sp	Unit 8a Gr	Unit 8a P&L Unit 8aVocab	Unit 8 S& W	Unit 8a S & Wr						
Day 4							Revise and Check Unit 8b WB	Students practice verbs of preference (like, love, hate) + -ing with activity vocabulary (shopping, cooking, dancing, swimming), focusing on correct structure, /ɪ/, /u:/, /əʊ/ sounds, sentence rhythm, and producing short spoken/written tasks about hobbies, likes, and dislikes.	Students can express likes/dislikes with like/love/hate + -ing, use hobby/activity vocabulary in short dialogues and texts, apply correct rhythm and vowel sounds (/ɪ/, /u:/, /əʊ/), understand conversations about interests, and write simple preference statements.	A1 L:1,2,4 S:2,5 R:1-3 W:1,2 Gr: like/love/hate + V-ing Vocab: Activities & hobbies Pron: /ɪ/, /u:/, /əʊ/, rhythm in likes/dislikes	
Unit 8b Vocab Unit 8b Gr:	Unit 8b Gr	Unit 8b Pron Unit 8bR&W	Unit 8b R&W Unit 8b L	Revise and Check							
Weekly Input	Key Grammar: Word order in questions (be and present simple), imperatives, object pronouns (me, him, her, us, them), modal verb can / can't (for permission and ability), like / love / hate + verb -ing Vocabulary: Free time and weekend activities (e.g., go shopping, watch TV, stay home), film genres (e.g., action film, comedy, horror), everyday verb phrases (e.g., turn off your phone, take photos), common activities and hobbies (e.g., swimming, cooking, dancing)							<ul style="list-style-type: none"> • Functions: Talking about past events and experiences, Asking for and giving directions, Describing houses and locations, Describing meals and food habits, Giving short descriptions using linked sentences • Skills: Listening for key details in narratives and dialogues, Reading short texts for specific and general meaning, Speaking in simple interviews and everyday exchanges, Writing structured short texts about past events or descriptions • Question Types: Yes / No questions and Wh- questions in the past simple, Questions using "Is there / Are there / Was there / Were there?", Questions about quantity using some / any / how much / how many, Questions related to food preferences and past actions 			
Weekly Output	<ul style="list-style-type: none"> • Students can ask and answer about daily and weekend routines using accurate question forms. • Students can give instructions and use object pronouns in short spoken and written tasks. 							<ul style="list-style-type: none"> • Students can describe likes and dislikes using like / love / hate + -ing and hobby vocabulary. • Students can identify and describe film genres and express opinions in short exchanges. 			

⁴ CEFR Compatibility details are available in *Curriculum Design & Course Objectives* file



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		<ul style="list-style-type: none"> Students can express permission and ability using can / can't in clear, simple contexts 					<ul style="list-style-type: none"> Students can understand and produce short dialogues and texts related to free time, routines, and preferences with appropriate rhythm, stress, and pronunciation. 			
A1 KU RU Eng lish File 5th Ed. Beg inne r	Week 5									
	Day 1							Input	Expected Output	CEFR Compatibility⁵
	<u>1st Lesson</u>	<u>2nd Lesson</u>	<u>3rd Lesson</u>	<u>4th Lesson</u>	<u>5th Lesson</u>	<u>6th Lesson</u>	<u>Extras</u>			
	Unit 9a Gr	Unit 9aGr	Unit 9a Pr. Unit 9a V&L	Unit 9a R Unit 9aS	Unit 9a WB	Unit 9aWB		Students practice present continuous (be + verb-ing) in affirmative/negative and yes/no questions with action vocabulary (reading, cooking, talking, running), focusing on rhythm and linking, understanding texts/dialogues about ongoing activities, and producing short spoken/written descriptions of current actions.	Students practice present continuous (be + verb-ing) in affirmative/negative and yes/no questions with common action verbs, focus on natural rhythm and linking, understand texts/dialogues about ongoing activities, and describe current actions in short spoken/written tasks.	A1 L:1,2,4 S:1,2,5 R:1-3 W:1,2 Gr: Pres. continuous (+/-?) be + V-ing Vocab: Action verbs & daily activities Pron: Rhythm + connected speech in continuous forms
	Day 2									
	Unit 9 R Unit 9b Gr	Unit 9b Gr	Unit 9b. Voc Pron Unit 9b L& S	Unit 9b WB	Unit 9b Practical English	Unit 9b Practical English		Students practice contrasting present simple (habits) and present continuous (actions now) with clothing vocabulary (T-shirt, jeans, jacket, dress), focusing on tense use, schwa /ə/ and unstressed vowels, understanding texts/dialogues on routines vs current actions, and producing short spoken/written comparisons.	Students can describe habits vs current actions with present simple/continuous, ask and answer questions about clothing and activities, recognize and pronounce unstressed syllables with schwa, understand short texts/dialogues contrasting routines and actions now, and write simple comparative descriptions.	A1 L:1,2,4 S:1,2,5 R:1-3 W:1,2 Gr: Pres. cont. vs pres. simple (+/-?) Vocab: Clothes & daily wear Pron: Schwa /ə/, other vowels, rhythm in habitual vs. current actions
	Day 3									
	Unit 10a Reading & Vocabulary	Unit 10a Grammar: There's a... / There are some...	Unit 10a Grammar: There's a... / There are some...	Unit 10a Pronunciati on: /ə/ and /eə/	Unit 10a Vocab.: Hotels; <i>in, on, under</i> Unit 10a Speaking	Unit 10 WB		Students practice There is/There are with singular/plural countable nouns and room vocabulary (bed, wardrobe, chair) plus prepositions of place (in, on, under), focusing on /ə/ and /eə/ sounds, understanding texts/dialogues about rooms, and producing short spoken/written descriptions of interiors.	Students can describe room contents and layout with There is/There are and correct singular/plural forms, use prepositions of place accurately, pronounce /ə/ and /eə/ clearly, understand simple texts/dialogues about interiors, and produce short spoken/written room descriptions.	A1 L:1,2,4 S:1,2,5 R:1-3 W:1,2 Gr: There is/are, count. nouns (sg/pl), some Vocab: Hotel/household items, preps of place Pron: /ə/, /eə/, stress in descriptive stms
Day 4										
Unit 10b Gr	Unit 10b Listening Unit 10bVoc	Unit 10b Pr Unit 10b L	Unit 10b WB	R Check	R Check		Students practice past simple of be (was/were) in affirmative, negative, and question forms with prepositions of place (in, on, at), focusing on stress/intonation and was vs were, understanding short texts/dialogues about past locations, and producing spoken/written descriptions of past places and situations.	Students can use was/were to describe past locations in positive/negative forms, ask and answer questions with correct prepositions of place, apply natural rhythm and intonation, understand short texts/dialogues about past events, and produce simple spoken/written responses about where people were.	A1 L:1,2,4 S:1,2,5 R:1-3 W:1,2 Gr: Past simple be (was/were +/-?) Vocab: Preps of place, location expr. Pron: Rhythm + stress with was/were, intonation in yes/no & wh-Qs	
Weekly Input	Gr: Present continuous (affirmative, negative, questions); Present simple vs. present continuous; There is / There are; There was / There were; was / were (past simple of be); Prepositions of place (in, on, under, at) Vocab: Common verb phrases related to travel and routines (e.g., take a photo, get up, wait for a bus); Clothing and appearance; Household items and furniture; Hotels and room features; Places and locations						Functions: Describing current actions and daily routines; Talking about locations and positioning of objects; Describing rooms and spaces; Talking about where people were in the past; Comparing what usually happens with what's happening now Skills: Listening for present and past context in short dialogues and descriptions; Reading short texts about people, places, and daily life; Speaking in simple exchanges to describe actions, locations, and past events; Writing basic descriptions of rooms, routines, and where people were Question Types: Yes/No and Wh- questions in present simple and present continuous; "Where is / are...?" and "Where was / were...?" questions; Descriptive questions using there is / there are; Questions about location and current actions			

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Weekly Output	<ul style="list-style-type: none"> Students can describe what is happening now and what usually happens using present continuous and present simple. Students can accurately use there is / there are and prepositions of place to describe rooms and object locations. Students can describe where people were using was / were and place-related vocabulary. 	<ul style="list-style-type: none"> Students can describe what is happening now and what usually happens using present continuous and present simple. Students can accurately use there is / there are and prepositions of place to describe rooms and object locations. Students can describe where people were using was / were and place-related vocabulary.
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A1 KU RU Eng lish File 5th Ed. Beg inne r	Week 6							Expected Output	CEFR Compatibility ⁶	
	Day 1									
	1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	Extras			
	Unit 11a <i>Grammar: Past simple: regular verbs</i>	Unit 11a <i>Grammar</i> Past simple: regular verbs	Unit 11a Pronunc: Regular past simple endings Unit 11a Speaking	Unit 11a Reading & Listening	Unit 11a WB	Unit 11a WB	Extras	Students practice past simple of regular verbs (-ed) in affirmative sentences with daily life and experience vocabulary (arrived, stayed, moved, started), focusing on -ed pronunciation (/t/, /d/, /ɪd/); understanding short texts/dialogues about past events, and producing spoken/written narratives of experiences.	Students can describe past events with regular past simple verbs, form clear affirmative statements, pronounce -ed endings correctly (/t/, /d/, /ɪd/), understand simple biographical or narrative texts, and produce short spoken/written accounts with sequenced events and suitable vocabulary.	A1 L:1,2,4 S:1,2,5 R:1-3 W:1,2 Gr: Past simple reg. verbs (-ed, +) Vocab: Reg. verbs (actions, life events) Pron: -ed endings /t/, /d/, /ɪd/
	Unit 11b Voc Unit 11b L	Unit 11b Gr	Unit 11b P&Sp	Unit 11b R	Unit 11bWB	Unit 11bWB	Extras	Students practice past simple irregular verbs (get, go, have, do) in affirmative forms with common verb phrases (get home, go shopping, have lunch, do homework), focusing on rhythm in storytelling, understanding short texts/dialogues about past events, and producing spoken/written accounts of experiences using correct irregular forms.	Students can use irregular past simple verbs (went, had, got, did) in short affirmative sentences to describe past events and routines, apply correct rhythm and stress in speech, understand short texts/dialogues about daily past activities, and produce simple spoken/written recounts of personal experiences.	A1 L:1,2,4 S:1,2,5 R:1-3 W:1,2 Gr: Past simple irreg. verbs (get, go, have, do) Vocab: Verb phrases (get home, go to school, etc.) Pron: Rhythm in short narratives & personal stories
	Practical English	Practical English	Unit 12a Vocabulary: Regular and irregular verbs	Unit 12a Vocabulary: Regular and irregular verbs	Unit 12a Reading & Listening	Unit 12a Reading & Listening	Extras	Students practice a wider range of regular and irregular past verbs in storytelling (met, sat, asked, talked, got off), using time expressions (yesterday, later, after that), understanding short texts/dialogues about past events and sequences, and producing simple spoken/written narratives with correct verb forms.	Students can understand and use common regular/irregular past verbs in short narratives, follow events with time markers, connect actions in sequence, retell or summarize stories with correct verb forms, and answer oral/written questions about familiar past situations.	A1 L:1,2,4 S:2 R:1-3 W:2 Gr: Past simple (reg/irreg recognition) Vocab: Narrative verbs, time expr. Pron: Vowel changes in irreg. past, rhythm in narratives
	Unit 12A Grammar Past simple – regular and irregular verbs	Unit 12A Grammar Past simple – regular and irregular verbs	Unit 12A Grammar Past simple – regular and irregular verbs	Unit 12A Listening	Unit 12A WB	Unit 12A WB	Extras	Students revise past simple with regular/irregular verbs, forming affirmative/negative statements and Wh-/Yes-No questions (talked, arrived, asked, met, got, saw), identify past references and actions in short dialogues/stories, and practice recognizing sequences of completed events in listening and reading tasks.	Students can form and recognize regular/irregular past simple verbs, understand short conversations about past actions with details of people, places, and times, follow event sequences in affirmative/negative forms, answer comprehension questions, and begin using past tense patterns in their own speech and writing.	A1 L:1,2,4 S:2 R:– W:– Gr: Past simple reg/irreg (+/-/?) Vocab: Past action verbs (got on, sat down, etc.) Pron: Recognition of past forms, rhythm in narratives
	Weekly Input	Gr: Past simple tense – regular and irregular verbs (affirmative, negative, and interrogative forms); Past simple of be (was / were); Time expressions for past events (e.g., yesterday, last night, ago); Sequencing expressions (then, after that, later) Vocabulary: Common regular and irregular verbs related to daily routines, travel, and personal experiences (e.g., arrived, lived, got up, went, saw, met, took); Verb phrases with get, go, have, do (e.g., get home, go shopping, have lunch, do homework); Time-related expressions and connectors for storytelling					Extras	Skills: Listening to short narratives and dialogues for identifying past actions, key details, and sequencing; Reading brief texts such as diary entries, biographies, and stories to understand events and verb use in context; Speaking about past experiences using regular and irregular verbs; Writing structured past-tense descriptions and short personal narratives Question Types: Yes / No and Wh- questions in the past simple (e.g., Did you go to work yesterday?, Where did she meet him?); Questions using was / were; Questions about past routines and story events		

⁶ CEFR Compatibility details are available in *Curriculum Design & Course Objectives* file



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	Functions: Describing past events and personal experiences; Talking about daily routines in the past; Retelling short stories or narratives; Using time expressions to sequence actions; Asking and answering questions about past activities and routines	
Weekly Output	<ul style="list-style-type: none"> Students can use regular and irregular past simple verbs to describe completed actions in both speech and writing. Students can form and answer past simple questions using did and was / were. Students can understand short texts and conversations that describe daily activities, routines, and events in the past. 	<ul style="list-style-type: none"> Students can use sequencing expressions (e.g., then, after that, later) to tell short stories. Students can write simple personal narratives and diary-style texts using accurate verb forms and time expressions. Students can identify and produce natural sentence rhythm and appropriate pronunciation of regular past tense endings and irregular verb forms.

	Day 1						Input	Expected Output	CEFR Compatibility ⁷	
	1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	Extras			
A1 KU RU Eng lish File 5th Ed. Beg inne r	Unit 12b Grammar: Past simple revision	Unit 12b Grammar: Past simple revision	Unit 12b Grammar: Past simple revision	Unit 12b Grammar: Past simple revision.	Unit 12b Grammar: Past simple revision	Unit 12b Grammar: Past simple revision		Students review past simple with regular/irregular verbs in affirmative, negative, and question forms, practice time expressions (last week, two days ago, yesterday), revise high-frequency verbs in storytelling/routines, understand short narratives/interviews with past sequences, and reinforce accurate use of past forms in communicative tasks.	Students can confidently use regular/irregular past simple verbs in affirmative, negative, and question forms, understand short texts with event sequences, retell stories with correct verbs and time expressions, and show fluency in distinguishing and pronouncing past forms in storytelling and reflections.	A1 L:1,2,4 S:1,2,5 R:1-3 W:1,2 Gr: Past simple (reg/irreg +/-/?) Vocab: Past action verbs, time expr. Pron: Vowels + stress in past stmts, -ed endings, irreg. verb patterns
	Day 2									
	Unit 12B WB	Unit 12B WB	Unit 12B WB	Unit 12B WB	Unit 12B WB	Unit 12B WB		In the Workbook, students practice past simple (regular/irregular) in all forms, review time expressions and questions, expand past tense vocabulary and narrative phrases, interpret short texts for key details, and complete recognition tasks to reinforce accuracy through structured, independent practice with common patterns	Students show improved accuracy and fluency with regular/irregular past simple verbs in written tasks, completing gap-fills, transformations, questions, negatives, and rewriting narratives in past tense. They identify verbs/time markers in reading, follow chronological order, and confidently produce simple written accounts of past events with better grammatical control.	A1 L:1,2 S:— R:1-3 W:1,2 Gr: Past simple consolidation (reg/irreg +/-/?) Vocab: Rev. verbs/phrases, time markers Pron: -ed endings, vowel patterns in irreg. verbs
	Day 3									
	Unit 12 Revise & Check	Unit 12 Revise & Check	Unit 12 Revise & Check	Unit 12 Revise & Check.	Unit 12 Revise & Check	Unit 12 Revise & Check		Students review past simple (regular/irregular verbs and was/were) in all forms, practice high-frequency verbs/phrases for past experiences and routines, understand short dialogues/stories with time expressions, read texts checking past events and sequencing, and apply knowledge in speaking/writing tasks for accuracy and fluency.	Students can recognize and produce past simple forms with regular/irregular verbs, use correct word order in questions/statements, apply time expressions in narratives, understand short texts about past events/routines, respond appropriately, and write brief personal narratives, consolidating grammar and vocabulary for communicative use.	A1 L:1,2,4 S:1,2,5 R:1-3 W:1,2 Gr: Past simple full review (reg/irreg, be, +/-/?) Vocab: High-freq. past verbs + time expr. Pron: Rhythm in narratives, -ed vs. irreg. verb pronunciation
Day 4										
Revision	Revision	Revision	Revision	Revision	Revision		The General Revision section reviews A1 grammar (be, present simple/continuous, past simple, imperatives, can/can't, there is/there are, object pronouns, question forms), vocabulary (routines, travel, food, places, hobbies, clothes, time expressions), and skills through recycled/new texts, listening/reading tasks, and controlled practice (gap-fills, reordering, multiple choice, comprehension).	Students can use core A1 grammar and vocabulary to form correct present/past statements and questions, describe routines and experiences, give directions, and express preferences. They show fluency and confidence with verb forms and lexis, understand short texts on everyday topics, and produce simple, structured sentences and dialogues with accurate word order and tense use.	A1 L:1,2,4 S:1,2,5 R:1-3 W:1,2 Gr: Full A1 review (be, pres. simple/cont., past simple, can/can't, there is/are, obj pron., imperatives, Q forms) Vocab: Daily activities, food, travel, hobbies, clothes, rooms, directions, time expr. Pron: Rhythm, vowels, -ed endings, intonation in Qs & short stmts	

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Weekly Input	Key Grammar: Past simple tense – regular and irregular verbs (affirmative, negative, interrogative); Review of present simple and continuous; Past simple of be (was / were); can / can't; there is / there are; basic question forms (Yes/No and Wh- questions) Vocabulary: Common verb phrases related to routines, past experiences, and storytelling (e.g., went to school, had dinner, met a friend, got home); Time expressions (e.g., yesterday, last weekend, then, after that); Daily life vocabulary (e.g., food, places, clothes, travel, directions)	Functions: Describing past experiences and completed actions; Talking about past routines and events in sequence; Recounting stories and personal experiences; Asking and answering questions about past and present; Giving basic information about everyday life Skills: Listening to and understanding short dialogues and narratives in the past; Reading texts that describe events, routines, and familiar topics; Writing structured short texts using regular and irregular past verbs; Speaking in short dialogues to describe past and present actions Question Types: Yes/No and Wh- questions in the past simple (Did you go...? / What did she do?); Past questions with was / were; General review of questions in present and past tenses (e.g., Where do you live?, Can you swim?)
Weekly Output	Students can use both regular and irregular past simple verbs confidently in speaking and writing. Students can understand and respond to questions about past routines and events using accurate grammar and vocabulary. Students can apply knowledge of A1 structures and vocabulary in revision activities across reading, listening, and writing.	<ul style="list-style-type: none">• Students can identify and self-correct common errors in verb forms, sentence structure, and time expressions.• Students can show readiness for transition to A2 by consolidating grammar, expanding vocabulary, and improving fluency in familiar contexts. Students can write short personal narratives and complete controlled grammar and vocabular tasks with greater independence





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A2 KURU English File 5 th Ed. Elementary	Week 1							Input	Expected Output	CEFR Compatibility ¹
	Day 1									
	1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	Extras			
Unit 1A L&S Unit 1A Gr.	Unit 1A Pr.&S Unit 1A Voc. Unit 1A L&S	Unit 1A Wr. Unit 1B Voc.	Unit 1B Pr. Unit 1B Gr. Unit 1B Sp.	Unit 1B Voc. Unit 1B Pr.&L	Unit 1A WB Unit 1B WB	Booklet pp. 4-10	Ss learn verb be, subject pronouns, numbers 0–100, countries/nationalities; practice sounds (/s/, /ʃ/, /dʒ/), stress, and receptive skills with slow, visual texts.	Ss use “be” with pronouns to ask/answer about identity & origin; use numbers 0–100; practice key sounds; understand short visual texts.	A1 R:1 L:1–6 S:1,2,3,6 W:1,3,5 G: pronouns, possessives, be, pres. simple, there is/are, nouns (sg./pl.), adj., place preps., modifiers, Q-words, alphabet V: days, numbers, countries, classroom lang., objects, email, spelling, personal details	
Day 2										
Unit 1C Voc. Unit 1C Pr. Unit 1C L&S	Unit 1C Gr. Unit 1C Wr.	Unit 1 PE Unit 2A Voc.	Unit 2A Gr.&Pr. Unit 2A Voc.&Sp Unit 2A List.	Unit 2B Voc. Unit 2B Gr.	Unit 1C WB Unit 2A WB	Booklet pp. 11-18	Ss learn possessive adjs., classroom lang., alphabet, long vowels, stress, spelling; practice instructions & basic personal information.	Ss use possessives & classroom lang.; follow simple instructions; pronounce/spell with alphabet & long vowels; apply stress; write/copy personal details.	A1 R:1 L:1 S:1,2,6 W:1,3,5 G: possessives, pronouns, be, basic structure, pres. simple, Q-words V: classroom lang., alphabet, email, spelling, personal details, colours, adjectives	
Day 3										
Unit 2B Pr. Unit 2B S. Unit 2B Rd.	Unit 2C Voc. Unit 2C L&R	Unit 2C Gr. Unit 2C Pr. Unit 2C Sp.	Unit 2C L Unit 2C W	R&C	Unit 2B WB Unit 2C WB	Booklet pp. 19-22	Ss learn adjectives, colours & modifiers to describe; practice vowel sounds; understand simple descriptive texts; produce short descriptions.	Ss describe people/objects with adjs. & colours; use modifiers, understand slow descriptive speech; recognize vowel length; read simple texts; give short oral/written descriptions.	A1 R:1 L:1,2,4,5 S:3,6 W:1,2 G: adjectives, modifiers, simple patterns V: colours, descriptive adjs., vowel items, object/person description	
Day 4										
Unit 3A Voc.	Unit 3A Gr.	Unit 3A Gr.	Unit 3A Pr. Unit 3A Rd.	Unit 3A Sp.	Unit 3A WB	Booklet pp. 24-26	Ss learn verb phrases, pres. Simple, 3rd pers. -s; understand slow daily activity texts; make short routine/fact sentences.	Ss use pres. simple (+/-) with common verbs, apply 3rd pers. -s, ask/answer about routines, and use vocab in simple descriptions.	A1 R:1,7 L:1,2,4 S:2,5,6 W:3 G: pres. simple (+/-), 3rd pers. -s, basic verb phrases V: daily routines, personal info, common activities	
Weekly Input	<ul style="list-style-type: none"> Gr: be, pronouns, possessives, imperatives, place preps., modifiers, sg./pl. nouns, pres. simple, 3rd pers. -s Voc: countries, nationalities, classroom lang., colours, adjs., numbers, days, phone nos., objects, verb phrases Func: introducing, greeting, asking nationality/personal info, describing objs./locations, giving/following instructions, describing, routines 						<ul style="list-style-type: none"> Skills: Listening for key words in slow, clear speech; understanding short, simple texts and announcements; spelling aloud and recognizing letters and sounds; speaking in short, structured exchanges; writing isolated phrases and personal details; producing short descriptive sentences; reading and understanding simple sentences with visual support. Question types: Yes/No questions with be, Wh- questions (What's your name? Where are you from?), spelling and number-related questions (What's your phone number? How do you spell that?) 			
Weekly Output	<ul style="list-style-type: none"> Can introduce self/others, share personal info, and respond to simple questions/instructions. Can use basic grammar and vocabulary to make short, accurate sentences. Can understand and produce simple phrases with common expressions on familiar topics. 						<ul style="list-style-type: none"> Can spell, read, and write short texts; recognize key vowel/consonant sounds; and apply correct word/sentence stress in pronunciation. Can follow slow, clear speech and understand short written texts with support from visuals or context. 			

¹ CEFR Compatibility details are available in *Curriculum Design & Course Objectives* file



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		Week 2							Expected Output	CEFR Compatibility ²
		Day 1					Input			
		1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson				
A2 KURU English File 5 th Ed. Elementary	Unit 3B <i>Gr.</i> Unit 3B <i>Voc.</i>	Unit 3B <i>Pr.</i> Unit 3B <i>Lis.</i> Unit 3B <i>Sp.</i>	Unit 3C <i>List.</i>	Unit 3C <i>Gr.</i> Unit 3C <i>V&P</i>	Unit 3C <i>Sp.</i> Unit 3C <i>Wr.</i>	P.E.	Booklet pp. 27-33	Ss learn pres. simple Q-forms & word order with job vocab & Q-words; practice stress & /ɜ:/, /ə:/; listen to & produce short Q/As about jobs & routines.	Ss form/respond to pres. simple Qs on jobs/routines with correct word order; recognize/pronounce /ɜ:/, /ə:/; apply stress in Qs; use job vocab in short spoken/written exchanges.	A1 R:1 L:1,2,4 S:2,5 W:3 G: pres. simple (+/-/?), 3rd pers. -s, Wh-Qs, Q word order V: jobs, routines, time expr., personal Qs, café/office vocab, Q-words, polite expr.
	Day 2									
	Unit 3B <i>WB</i> Unit 3C <i>WB</i>	Unit 4A <i>Gr.</i>	Unit 4A <i>Voc.</i> Unit 4A <i>Pr.</i> Unit 4A <i>L&S</i>	Unit 4B <i>Voc.</i> Unit 4B <i>Pr.</i>	Unit 4B <i>R&L</i>	Unit 4A <i>WB</i>	Booklet pp. 36-37	Ss learn possessive 's & Whose + family vocab; practice /ə/ & "o"; read short texts; answer Qs on people/relationships; give brief family descriptions; build contextual clues, stress & basic structure.	Ss use possessive 's & Whose to talk about relationships; use family vocab in simple sentences; distinguish/pronounce /ə/ & "o"; understand short texts; answer Qs on people; write brief sentences with connectors (and, but).	A2 R:1,4 L:1,2 S:1,3,6 W:1 G: possessive 's, Whose, subj./obj. pronouns, be (rev.), Q formation V: family, Q-words, common nouns (people), /ə/, "o"
	Day 3									
	Unit 4B <i>Gr.</i>	Unit 4B <i>Sp.</i>	Unit 4B <i>Wr.</i>	Unit 4C <i>Voc.</i> Unit 4C <i>Gr.</i>	Unit 4C <i>Pr.</i>	Unit 4B <i>WB</i>	Booklet pp. 38-42	Ss learn preps. of time (at/in/on) & place (at/in/on/to) via routines; build vocab on habits; practice in all skills; identify/pronounce linking sounds; do simple interview Q/As on schedules; write short texts with correct preps.	Ss describe routines with time/place preps. (at/in/on/to); ask/answer Qs on habits & schedules; understand short texts on daily life; identify info & infer from context; write short, connected phrases/sentences; speak with growing fluency, linking ideas with basic connectors.	A2 R:2,4 L:1,2 S:1,3,5,6 W:1,2 G: time/place preps. (at/in/on, at/in/to), linking phrases, freq. adverbs/expr., freq.-based word order V: routines, time expr., freq. adverbs, habits, months, common place expressions.
	Day 4									
Unit 4C <i>Rd.&Sp.</i> Unit 4C <i>List.</i>	R&C	Unit 5A <i>Voc.</i> Unit 5A <i>List.</i>	Unit 5A <i>Gr.</i> Unit 5A <i>Pr.</i>	Unit 5A <i>Sp.</i>	Unit 4C <i>WB</i> Unit 5A <i>WB</i>	Booklet pp. 43-47	Ss learn can/can't with everyday verb phrases (e.g. buy a newspaper, use a computer); listen to simple convos for key details; build vocab & stress via listening/pronunciation; adapt memorized phrases & exchange personal info in familiar contexts.	Ss talk about what people can/can't do with familiar verbs; ask/answer simple ability Qs (e.g. Can you use a computer?); produce short sentences with correct stress; join basic interactions to exchange info on daily activities.	A2 L:1-3 S:1,2,4,5 R:1-5 W:— G: can/can't, sentence structure, verb phrases, stress V: abilities (ride a bike, cook), everyday activities, verb phrases (buy a newspaper, use a computer), action verbs.	
Weekly Input	<ul style="list-style-type: none"> Key Grammar: Present simple (question forms and word order), possessive 's, Whose...? prepositions of time and place (at, in, on / at, in, to), modal verb can / can't Vocabulary: Job-related terms (e.g. teacher, nurse), family members (e.g. cousin, uncle), daily routines and habits (e.g. get up, go to work), common verb phrases (e.g. buy a newspaper, use a computer) 						<ul style="list-style-type: none"> Functions: Asking and answering questions about jobs, family, and routines; describing abilities and personal information; expressing possession; talking about places and time in everyday contexts Skills: Listening for key details and general meaning in slow, clear speech; producing short spoken and written texts; recognizing sentence stress, vowel sounds (/ɜ:/, /ə/, /ʌ/), and linking sounds; interacting in basic conversations and simple interviews Question Types: Wh- questions (What, Where, Whose), Yes/No questions, ability-related questions (Can you...?), routine-related interview questions 			
Weekly Output	<ul style="list-style-type: none"> Students can form and respond to present simple and can/can't questions to talk about jobs, abilities, and daily routines. Students can use possessive 's and Whose...? questions to describe and ask about family members. Students can correctly use prepositions of time and place (at, in, on / at, in, to) in short spoken and written texts about their daily life 						<ul style="list-style-type: none"> Students can pronounce key vowel sounds (/ɜ:/, /ə/, /ʌ/), apply sentence stress, and recognize linking sounds in connected speech. Students can identify key information in short, clear listening texts and engage in structured dialogues and simple interviews. Students can produce brief, grammatically accurate sentences using relevant vocabulary to describe people, routines, and personal abilities. 			

² CEFR Compatibility details are available in *Curriculum Design & Course Objectives* file



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	Day 1									
	1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	Extras			
Unit 5B <i>V&S</i>	Unit 5B <i>Gr.</i>	Unit 5B <i>Pr.</i> Unit 5B <i>Lis.</i>	Unit 5C <i>V&L</i> Unit 5C <i>Gr.</i>	Unit 5C <i>R&S</i> Unit 5C <i>Pr.</i>	<i>P.E.</i>	Booklet pp. 48-53	Ss learn pres. continuous vs pres. simple for actions/routines/seasonal activities; vocab: noise verbs, weather/seasons, city places; practice describing what's happening now/where with /η/ & intonation; engage with short texts using connectors & context clues.	Ss describe current actions & routines with pres. continuous/pres. simple; talk about weather, seasons, city places, noisy/quiet activities; ask/answer Qs on actions; pronounce /η/, use intonation; produce short oral/written texts with connectors; identify key info in familiar contexts.	A2 L:1,2,4-6 S:1,2,4,5 R:1-3 W:1,2 G: pres. continuous, like + V-ing, sentence structure, connectors (and/but/because), tense contrast V: weather, seasons, city places (park, museum), noise verbs (shout, talk loudly), routine verbs	
Day 2										
Unit 5C <i>WB</i>	Unit 6A <i>L&S</i>	Unit 6A <i>Gr.</i>	Unit 6A <i>R&L</i> Unit 6A <i>Voc.</i>	Unit 6A <i>Pr.</i> Unit 6A <i>Sp.</i>	Unit 6B <i>V&P</i>	Booklet pp. 55-56	Ss review pres. simple & continuous for routines, actions & seasonal activities; build vocab on weather, seasons, city places, dates; practice /η/, /θ/, /ð/, intonation in Qs; use short texts/recordings to find info & express likes/dislikes, activities & events with linked phrases, ordinals & time expr.	Ss describe routines, ongoing actions & seasonal activities with pres. simple/continuous; talk about weather, places & dates with vocab + ordinals; express likes/dislikes; find key info in short texts/recordings; produce short oral/written texts with connectors; use correct intonation & /η/, /θ/, /ð/.	A2 L:1,2,4-6 S:1-5 R:1-3 W:1,2 G: pres. simple/continuous, like + V-ing, sentence structure, ordinals, time expr., connectors (and/but/because) V: weather, seasons, city places, dates, ordinals, noise verbs, routines, likes/dislikes	
Day 3										
Unit 6A <i>WB</i>	Unit 6B <i>Gr.</i> Unit 6B <i>S&W</i>	Unit 6C <i>Voc.</i> Unit 6C <i>Gr.</i>	Unit 6C <i>Sp.</i> Unit 6C <i>Pr.</i>	Unit 6C <i>List.</i> Unit 6C <i>Wr.</i>	<i>R&C</i>	Booklet pp. 57-62	Ss review <i>be</i> & <i>do</i> in simple Qs/structures; expand music vocab; practice /j/; give/respond to opinions; get info from short texts/recordings; answer interview Qs; describe music experiences; produce short texts with linked phrases.	Ss talk about music & preferences with <i>be/do</i> ; give/respond to opinions; answer interview Qs; describe musical interests with linked phrases; understand key info in short recordings; pronounce /j/; write short descriptions of people/events/experiences.	A2 L:1,2,4 S:1-4 R:— W:1,2 G: <i>be/do</i> distinction, sentence structure, short answers, Q formation V: music, instruments, music verbs/nouns, giving opinions P: /j/ sound, stress & rhythm in short utterances	
Day 4										
Unit 6B <i>WB</i>	Unit 6C <i>WB</i>	Unit 7A <i>List.</i> Unit 7A <i>Gr&P</i>	Unit 7A <i>Rd.</i>	Unit 7A <i>Voc.</i>	Unit 7A <i>WB</i>	Booklet pp. 64-66	Ss learn past simple of <i>be</i> (was/were) to describe past events/situations; build vocab with basic word formation; practice stress & pronunciation; use short texts/recordings to extract info, describe people/places in the past, and exchange experiences with simple structures & familiar vocab.	Ss describe people, places & past experiences with past simple <i>be</i> (was/were); form/use basic word formations (e.g. writer) in context; understand short texts/recordings on past events; answer simple Qs; give short spoken/written descriptions with clear stress & familiar vocab.	A2 L:1,2,4 S:1,2,4,5 R:1-3 W:1 G: past simple <i>be</i> (was/were), sentence structure, simple past Q/As V: professions (e.g. writer), word formation (write→writer), past event topics P: sentence stress, weak forms of was/were	
	<ul style="list-style-type: none"> Key Grammar: Present simple vs. present continuous, <i>be / do</i> in questions, Past simple of <i>be</i> (was / were), Word formation Vocabulary: Daily routines, weather and seasons, city places, noise and music verbs, dates and ordinal numbers, musical preferences, professions Functions: Describing current actions and routines, talking about seasonal activities and weather, Giving, and responding to opinions, Describing past events and people, Expressing likes and dislikes 						<ul style="list-style-type: none"> Skills: Listening for key details in short recordings, reading simple texts for specific information, Giving short structured oral and written descriptions, answering interview-style questions, Using contextual clues and sentence stress for meaning Question Types: Yes/No questions with <i>be</i> and <i>do</i>, <i>Wh-</i> questions in present and past (e.g. <i>Where were you? What do you like?</i>), Opinion questions (e.g. <i>Do you like music?</i>), Interview-style personal questions 			

³ CEFR Compatibility details are available in *Curriculum Design & Course Objectives* file



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Week 4								Input	Expected Output	CEFR Compatibility ⁴
Day 1										
1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	Extras				
Unit 7B <i>Rd.</i> Unit 7B <i>G&Pr.</i>	Unit 7B <i>List.</i> Unit 7B <i>V&S</i>	Unit 7C <i>Rd.</i>	Unit 7C <i>Gr.</i>	Unit 7C <i>Voc.</i> Unit 7C <i>Lis.</i>	Unit 7C <i>Sp.&Wr.</i>	Booklet pp. 67-71	Ss practice past simple (reg./irreg. verbs: go, have, get) & time expr. (e.g. last weekend); focus on -ed pronunciation & stress; use short texts/recordings to ask/answer Qs & describe past events with linked sentences.	Ss use past simple (reg./irreg.) to describe past events/experiences; understand short texts/recordings on past activities; use common time expr.; pronounce -ed forms with correct stress; answer simple Qs, describe actions, and produce short spoken/written narratives with linked sentences.	A2 L:1,2,4-6 R:1-4 S:1,2,4,5 W:1-3 G: past simple (reg./irreg.), time expr., -ed endings, sentence structure V: daily activities, places, irreg. verbs (go/have/get), word formation, past time expr.	
Day 2										
Unit 7C <i>PE</i>	Unit 7B <i>WB</i> Unit 7C <i>WB</i>	Unit 8A <i>Rd.</i> Unit 8A <i>Pr.</i>	Unit 8A <i>Ls.</i>	Unit 8A <i>Gr.&V.</i>	Unit 8A <i>Sp.</i> Unit 8A <i>WB</i>	Booklet pp. 72-76	Ss ask/give directions with transport vocab & polite expr.; listen for key details; join dialogues for fluency & awareness; practice past simple (reg./irreg.) in crime contexts; read/listen to short texts, ask/answer Qs on past events & describe actions with time expr.	Ss describe past events/actions with past simple (incl. was/were); answer personal Qs on past experiences; understand key ideas in short texts/recordings; express opinions & give basic descriptions; use time expr. & topic vocab in structured interactions with correct pronunciation/intonation.	A2 L:1-5 S:1-5 R:1-5 W:— G: past simple (was/were, reg./irreg.), sentence structure, past time expr., /j/ & -ed pronunciation V: time expr. (yesterday, last year), musical activities (play guitar), opinion verbs (love, hate), word formation	
Day 3										
Unit 8B <i>Voc.</i> Unit 8B <i>List.</i>	Unit 8B <i>Gr.</i> Unit 8B <i>Pr.</i>	Unit 8B <i>Sp.</i>	Unit 8B <i>Wr.</i>	Unit 8C <i>R&L</i>	Unit 8C <i>Gr.</i> Unit 8C <i>Voc.</i>	Booklet pp. 77-83	Ss practice there is/are, there was/were + some/any with plural nouns in places/directions; vocab: house types, rooms, place/movement preps.; practice /eə/, /ɪə/, silent letters; describe locations & past places in spoken/written forms.	Ss describe current/past locations with there is/are, there was/were; exchange info on places/objects using preps. & house vocab; give/follow directions; produce short oral/written location descriptions; identify info in short texts/dialogues; infer meaning from context; reproduce key language with accurate pronunciation & basic structure.	A2 L:1,2,3,4,7 S:1,3,4,5,6 R:2,3,4,6 W:1,2,4 G: there is/are, there was/were, some/any + plural nouns, place & movement preps. V: house/furniture, location & movement (upstairs, behind, into), descriptive nouns (kitchen, sofa, stairs)	
Day 4										
Unit 8C <i>Sp.</i> Unit 8C <i>List.</i>	R&C	Unit 8B <i>WB</i> Unit 8C <i>WB</i>	Unit 9A <i>Voc.</i> Unit 9A <i>Gr.</i>	Unit 9A <i>List.</i> Unit 9A <i>Pr.</i> Unit 9A <i>Wr.</i>	Unit 9A <i>WB</i>	Booklet pp. 84-90	Ss learn count/uncount. nouns & a/an/some/any in food contexts; practice quantifiers; work on “ea” pronunciation; understand meal texts/dialogues; describe recent meals with clear structures.	Ss describe recent meals with count./uncount. nouns + a/an/some/any & food/drink vocab; understand/respond to short food convos/texts; give structured meal descriptions with correct grammar & “ea” pronunciation; ask/answer simple Qs on eating habits confidently.	A2 L:1,2,4,7 S:1,2,4,5 R:2,3,4,6 W:1,2,4 G: count./uncount. nouns, a/an/some/any, sentence structure V: food & drink (tea, bread, banana), quantifiers (some/any/a/an), “ea” pronunciation	
Weekly Input	<ul style="list-style-type: none"> Key Grammar: Past simple tense: regular & irregular verbs (e.g. go, have, get) There is / There are; There was / There were, A / an / some / any with plural & uncountable nouns, Countable vs. uncountable nouns, Prepositions of place and movement Vocabulary: Past time expressions (e.g. last weekend, two days ago) Food and drink (e.g. tea, bananas, chicken, juice) Household items and rooms, Transport and directions (e.g. bus, station, on the right) Crime-related vocabulary 						<ul style="list-style-type: none"> Functions: Talking about past events and experiences, Asking for and giving directions, Describing houses and locations, describing meals and food habits, Giving short descriptions using linked sentences Skills: Listening for key details in narratives and dialogues, Reading short texts for specific and general meaning, speaking in simple interviews and everyday exchanges, Writing structured short texts about past events or descriptions Question Types: Yes / No questions and Wh- questions in the past simple, Questions using “Is there / Are there / Was there / Were there?”, Questions about quantity using some / any / how much / how many, Questions related to food preferences and past actions 			
Weekly Output	<ul style="list-style-type: none"> Students can describe past events and personal experiences using regular and irregular verbs in the past simple tense. Students can ask and answer questions about food and meals using countable/uncountable nouns and quantifiers (a/an, some, any). Students can follow and give directions using transport and location-related vocabulary in short dialogues. 						<ul style="list-style-type: none"> Students can describe homes and places using “there is/are” and “there was/were” accurately, both orally and in writing. Students can understand and respond to short audio and written texts related to meals, directions, and everyday actions. Students can produce short, linked sentences with correct sentence stress, word order, and basic visual or contextual clues. 			

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							Week 5			
Day 1							Input	Expected Output	CEFR Compatibility ⁵	
1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	Extras				
Unit 9B <i>Voc.</i> Unit 9B <i>Gr.</i>	Unit 9B <i>Pr.</i> Unit 9B <i>Rd.</i> Unit 9B <i>Sp.</i>	Unit 9C <i>Voc.</i> Unit 9C <i>List.</i>	Unit 9C <i>Gr.</i> Unit 9C <i>Sp.</i>	Unit 9C <i>Rd.</i> Unit 9C <i>PE</i>	Unit 9B <i>WB</i>	Booklet pp. 91- 97	Ss learn quantifiers (how much/many, a lot of, some/any) & food containers; practice /f/, /s/, linking; give short descriptions with quantifiers; learn comparatives & high numbers in factual contexts; practice /s/ & stress for fluency.	Ss use quantifiers & comparatives in speech/writing; describe amounts & compare facts (how much, more than, fewer); improve pronunciation of /f/, /s/, /s/; interpret short texts with numbers; join basic exchanges on quantity, comparison & factual description.	A2 L:1-5 S:1-5 R:1-5 W:1-3 G: quantifiers (how much/many, a lot of, some/any), comparatives, sentence structure, linking devices V: food containers (jar, bottle), quantifiers, high numbers, comparative phrases (bigger than, more expensive), food/statistics vocab	
Day 2										
Unit 9C <i>WB</i>	Unit 10A <i>Voc.</i> Unit 10A <i>Gr.</i>	Unit 10A <i>Pr&Sp.</i>	Unit 10A <i>Rd.</i> Unit 10A <i>Wr</i>	Unit 10B <i>Gr.</i>	Unit 10B <i>Pr.&Sp.</i> Unit 10B <i>Lis</i>	Booklet pp. 99- 102	Ss learn superlatives to compare/describe places via texts/recordings; build location vocab & practice consonant clusters; use be going to for future plans with holiday vocab & time expr.; practice R/L/S to share plans with accurate structures & stress.	Ss describe/compare places with superlatives; talk about future plans with be going to; use city/travel vocab; get key details from short texts/recordings; produce structured speech/writing with clear pronunciation & fluency.	A2 L:1,2,4,5 S:1,2,4 R:1,2,4,5 W:1,2 G: superlatives, sentence structure V: places/buildings, comparative adjs., location nouns	
Day 3										
Unit 10B <i>V&S</i> Unit 10B <i>Wr.</i>	Unit 10A <i>WB</i>	Unit 10C <i>Voc.</i> Unit 10C <i>R&L</i>	Unit 10C <i>Pr.</i> Unit 10C <i>Gr</i>	Unit 10C <i>Sp.</i> Unit 10C <i>Lis.</i>	R&C	Booklet pp. 103- 107	Ss learn be going to for predictions; build vocab with common verb phrases; practice word stress & pronunciation for fluency; use short texts (listening/reading) to explore predictions; express future intentions in speaking/writing.	Ss use be going to for future predictions; identify/use daily verb phrases; apply correct word stress; join short guided convos about what will happen; write short linked sentences expressing future intentions/predictions.	A2 L:1,2,4,5 S:1-4 R:1-4 W:1-3 G: be going to (predictions), sentence structure, future forms V: verb phrases (meet friend, travel abroad), prediction expr. (I think..., you will...), future plans vocab P: stress, intonation in predictions.	
Day 4										
Unit 10B <i>WB</i> Unit 10C <i>WB</i>	Unit 11A <i>Rd.</i>	Unit 11A <i>Gr.</i>	Unit 11A <i>List. &Pr.</i>	Unit 11A <i>Voc.&Spe.</i>	Unit 11A <i>WB</i>	Booklet pp. 109- 110	Ss learn adverbs of manner/degree to modify verbs & adjs.; explore connected speech; build vocab on common adverbs & cultural contexts; use tasks (R/S/W) to describe behaviors & routines with modifiers.	Ss understand/produce short texts & exchanges on familiar topics (routines, culture, environment) with basic grammar (adverbs/modifiers) & high-freq. vocab; engage in interactions, describe experiences/people, express opinions with connectors & clear pronunciation.	A2 L:1-4 S:1,2,4,5 R:1-4 W:1,2 G: adverbs of manner, modifiers, sentence structure, connected speech V: everyday adverbs (slowly, really), cultural behavior/reactions, modifiers, linking words.	
Weekly Input	<ul style="list-style-type: none"> Key Grammar: Quantifiers: <i>how much / how many, a lot of, some / any</i>; Countable vs. uncountable nouns; Comparative adjectives; Superlative adjectives; <i>be going to</i> (plans and predictions); Adverbs of manner and degree (e.g. quickly, really) Vocabulary: Food containers; High numbers (e.g. 250, 1,000, 12,000); Places and travel vocabulary; Common verb phrases (e.g. get up, go shopping, have lunch); Adverbs (e.g. fast, slowly, very, a bit); Cultural behaviors and routines 						<ul style="list-style-type: none"> Functions: Asking about quantity and describing amounts; Comparing items and places; Describing places using superlatives; Making and sharing future plans; Making predictions about the future; Describing how actions are done using adverbs Skills: Listening for quantity, comparisons, and future intentions; Reading short informative and descriptive texts; Speaking in short exchanges about plans, preferences, and behaviors; Writing structured texts describing future intentions and past behaviors Question Types: "How much / How many" questions for quantity; "Yes / No" and "Wh-" questions with comparatives and superlatives; "Be going to" questions for future plans and predictions; Questions using adverbs Descriptive questions 			
Weekly Output	<ul style="list-style-type: none"> Students can ask and answer questions about quantity using <i>how much / how many, some / any</i>. Students can compare and describe places or items using comparative and superlative adjectives. Students can express future plans and intentions using <i>be going to</i>. 						<ul style="list-style-type: none"> Students can make predictions about the future using appropriate vocabulary and grammar. Students can describe actions and routines using adverbs of manner and degree. Students can understand and use vocabulary related to food, travel, and common activities in context. 			

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								Week 6			
Day 1								Input	Expected Output	CEFR Compatibility ⁶	
1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	Extras					
Unit 11B L&V	Unit 11B Rd.	Unit 11B Gr.	Unit 11B Pr.	Unit 11B Sp.	Unit 11B Wr.	Booklet pp. 111- 112	Ss learn verbs + to infinitive (e.g. want to go, hope to learn) via short texts & speaking tasks; focus on weak form of to & practice sentence stress for fluency/natural rhythm.	Ss use common verb + to infinitive to express experiences/intentions; produce simple spoken/written sentences with correct stress & weak forms.	A2 L:1-3 S:1,2,3,5 R:1,2,4 W:1,2 G: verb + to infinitive, sentence structure, weak to, sentence stress V: infinitive verbs, personal experiences/intentions, linking words.		
Day 2											
Unit 11B WB	Unit 11B WB	Unit 11C Voc.	Unit 11C L&S	Unit 11C Rd.	Unit 11C Gr.	Booklet pp. 113- 114	Ss learn use/omission of the in everyday phone/internet contexts; build vocab on mobile tech & online comms via short texts/dialogues; practice sentence stress in noun phrases.	Ss use/omit the in short spoken/written phrases on phones & internet; produce simple sentences with correct stress & article use.	A2 L:2 S:1,2,5 R:1,3 W:— G: definite article (the/no the), simple sentence structure, basic noun phrases V: phones & internet, tech daily expr., article collocations.		
Day 3											
Unit 11C Gr.	Unit 11C Pr. & Sp.	Unit 11C PE	Unit 11C PE	Unit 11C WB	Unit 11C WB	Booklet pp. 113- 114	Ss learn functional phrases for travel/social situations (e.g. check out, get to airport, say goodbye); listen to short dialogues for key info; practice polite forms & everyday expressions; rehearse turn-taking to manage short conversations effectively.	Ss understand key details in short travel dialogues; use polite/rehearsed phrases to manage simple exchanges (leaving, directions, goodbyes).	A2 L:1-4 S:1-5 R:— W:— G: functional travel expr. (check out, ask directions), polite forms, dialogue sentence structure		
Day 4											
Unit 12A Gr.	Unit 12A Gr.	Unit 12A Gr.	Unit 12A Pr.	Unit 12A Voc.	Unit 12A L&S	Booklet pp. 116- 117	Ss learn pres. perfect with irregular participles to talk about life experiences; practice stress, Qs & statements (have/haven't done) in controlled tasks; focus on fluency in short exchanges with familiar vocab & common participles.	Ss learn pres. perfect with irregular participles to talk about life experiences; practice stress, forming Qs/statements (have/haven't done) in listening/speaking tasks; focus on fluency in short exchanges with familiar vocab & common participles.	A2 L:1,2,4 S:1,2,4,5 R:— W:— G: pres. perfect, irreg. participles (seen, done, gone), sentence structure, stress V: experience verbs (eat, go, see, do), pres. perfect time expr. (ever, never, already, yet), free-time action vocabulary.		
Weekly Input	<ul style="list-style-type: none"> Key Grammar: <i>verb + to + infinitive</i> (e.g. want to go, hope to learn); definite article (<i>the / no the</i>); functional expressions for travel and interaction; <i>present perfect</i> tense with irregular past participles Vocabulary: everyday experiences and intentions (e.g. travel, meet, learn); mobile phone and internet-related words (e.g. app, message, go online); travel and airport vocabulary (e.g. gate, passport, take off); common irregular past participles (e.g. seen, done, gone) Functions: expressing intentions and plans; referring to technology in everyday contexts; handling travel-related and social situations politely; talking about life experiences using <i>have/has + past participle</i> 						<ul style="list-style-type: none"> Skills: Listening to short, clear dialogues for key information and expression use; Reading short informative texts for structure and vocabulary; Speaking in rehearsed exchanges using target grammar and stress patterns; Writing short, structured sentences with correct tense and article usage Question Types: Wh- and Yes/No questions with <i>to + infinitive</i> (e.g. What do you hope to do?); article use in questions (e.g. Do you use the internet?); functional questions for travel (e.g. Where are you flying from?); experience-based questions in present perfect (e.g. Have you ever seen it?) 				
Weekly Output	<ul style="list-style-type: none"> Students can express intentions and preferences using <i>verb + to + infinitive</i> structures (e.g. "I want to travel"). Students can use the definite article <i>the</i> and omit it when necessary in everyday topics like technology and the internet. Students can understand and use common travel-related phrases in structured dialogues (e.g. checking in, saying goodbye). 						<ul style="list-style-type: none"> Students can identify and produce correct sentence stress and weak forms in short, rehearsed sentences. Students can talk about past experiences using the <i>present perfect</i> with irregular past participles Students can take part in short spoken interactions using appropriate vocabulary and polite expressions in familiar contexts. 				

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								Week 7											
								Day 1				Input	Expected Output	CEFR Compatibility ⁷					
1 st Lesson		2 nd Lesson		3 rd Lesson		4 th Lesson		5 th Lesson		6 th Lesson		Extras							
Unit 12A <i>L&S</i>		Unit 12A <i>WB</i>		Unit 12A <i>WB</i>		Unit 12B <i>Lis</i>		Unit 12B <i>Gr.</i>		Unit 12B <i>Gr.</i>		Booklet pp. 118							
								<p>Ss learn difference between pres. perfect & past simple for recent vs finished actions; practice with guided examples & controlled tasks to choose correct tense by time refs/context (e.g. I've lost my keys vs I lost my keys yesterday).</p>				<p>Ss distinguish pres. perfect vs past simple and use them accurately in short spoken/written sentences depending on recent vs finished actions.</p>				<p>A2 L:1,2,4 S:1,2,4 R:— W:— G: pres. perfect vs past simple, time expr.; tense-contrast structures V: time markers, reg./irreg. verbs.</p>			
Day 2																			
Unit 12B <i>Voc.</i>		Unit 12B <i>Pr.</i>		Unit 12B <i>Sp.</i>		Unit 12B <i>Sp</i>		Unit 12B <i>WB</i>		Unit 12B <i>WB</i>		Booklet pp. 119							
								<p>Ss learn common irregular past participles via vocab & speaking tasks to build fluency in past experiences; focus on pronunciation (final sounds, stress); use verbs accurately in short exchanges about travel, daily life & personal experiences.</p>				<p>Ss use common irregular past participles accurately in short exchanges; pronounce them clearly with correct stress; express past experiences fluently with familiar vocab & rehearsed patterns.</p>				<p>A2 L:1 S:1,2,5 R:— W:— V: irreg. past participles, travel/experience verbs, pres. perfect time expr. P: pronunciation of irreg. verbs, stress in participles, final sounds & rhythm in pres. perfect G (support): pres. perfect with irreg. participles, accurate use of have/has + participle in speaking</p>			
Day 3																			
Unit 12C <i>Rd.</i>		Unit 12C <i>Gr.</i>		Unit 12C <i>Gr.</i>		Unit 12C Listen.		Unit 12C <i>WB</i>		Unit 12C <i>WB</i>		Booklet pp. 120- 122							
								<p>Ss learn high-frequency vocab & simple grammar via short texts/listenings; identify main ideas & guess words from context; reproduce key phrases; practice speaking by describing people & routines with rehearsed patterns.</p>				<p>Ss understand main ideas & details in short texts/audio; infer unknown words from context; use familiar vocab/structures to give short spoken descriptions of people, routines & everyday situations.</p>				<p>A2 L:1-3 S:1,2,5 R:1-4 W:— G: simple pres./past forms, basic description structures, Q forms V: high-freq. vocab (daily routines, people, lifestyle), common descriptive phrases.</p>			
Day 4																			
Unit 12C <i>RC</i>		Unit 12C <i>RC</i>		<i>Revision</i>		<i>Revision</i>		<i>Revision</i>		<i>Revision</i>		<i>Revision</i>							
								<p>Ss revise key grammar (tenses, articles, quantifiers, modals, comparatives, basic structures); consolidate sentence structure, Q formation & word order through guided/communication tasks; focus on accuracy, fluency & error correction.</p>				<p>Students can use a range of A2 grammar structures (e.g. <i>present/past simple, present perfect, be going to, can/can't</i>) in speech and writing. They can form accurate questions, correct common errors, and build clear sentences using correct word order, articles, quantifiers, and basic verb patterns.</p>				N/A			
Weekly Input		<ul style="list-style-type: none"> Key Grammar: present perfect vs. past simple; irregular past participles; question formation and word order; global revision of major tenses and grammar points from Units 1–12 Vocabulary: travel and experience verbs (e.g. go, see, eat); high-frequency phrases for daily routines and descriptions; review of core vocabulary from the course 																	
Weekly Output		<ul style="list-style-type: none"> Students can distinguish between the present perfect and past simple based on time references and context. Students can describe people, routines, and past experiences using familiar vocabulary and correct sentence patterns. 																	
								<ul style="list-style-type: none"> Functions: talking about recent and finished actions; describing personal experiences and past events; giving structured descriptions of people and routines; reviewing and using grammar for fluency and accuracy Skills: Listening to identify tense use and key ideas; reading short texts to infer meaning and recall key phrases; speaking in guided exchanges using practiced structures; revising grammar through structured tasks and communication 				<ul style="list-style-type: none"> Students can recognize and use key grammar structures from the course (Units 1–12) with improved fluency and accuracy. Students can form grammatically correct questions and statements using appropriate word order and verb forms. Students can identify and correct basic grammar mistakes and express themselves clearly in everyday topics. 							

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Week 1								Input	Expected Output	CEFR Compatibility ¹		
Day 1												
1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	7 th Lesson	Extras					
Unit 1 A Vocabulary & Speaking	Unit 1 A Pronun.	Unit 1B Vocabulary <i>Describing People</i>	Unit 1B Grammar <i>Present simple</i>	Unit 1B Listening	1B In class Writing <i>A personal profile</i>	Unit 1C Vocabulary <i>Clothes</i>	Unit 1A Grammar <i>Word order in questions</i>	Unit 1C Pronun.	Unit 1C Grammar <i>Present cont.</i>	Students review word order in yes/no and wh- questions and the present simple for routines and facts. They practice the alphabet, focusing on spelling names and recognizing proper nouns. In pronunciation, they learn third person singular verb endings (/s/ and /tʒ/). Learners build listening and reading skills to identify names, places, and numbers, use visual cues, and exchange basic personal information. They are introduced to simple adjectives for describing people and begin writing by creating a personal profile and a short self-description.	Students can form yes/no and wh- questions and use the present simple to talk and write about routines and facts. They can spell names aloud, recognize proper nouns, and pronounce third-person verb endings (/s/ and /tʒ/). They identify names, places, and numbers in simple texts and use visual cues for comprehension. They can exchange personal information and describe appearance and personality using basic adjectives. In writing, they can produce a short personal profile and a simple self-description.	A2 Listening 2,3 A1 Speaking 1,2 A2 Reading 4 A2 Writing 3 A1 Grammar 1, 2: Can understand and use familiar everyday expressions and very basic phrases. A1 Vocabulary 1: Can recognize and use simple descriptive adjectives related to people and personalities.
Day 2								Students are introduced to the present continuous tense for actions happening now, vocabulary related to clothes, and prepositions of place. They explore the past simple tense, focusing on the use of regular and irregular verbs, in the context of holiday experiences. Pronunciation practice includes distinguishing the /ə/ (schwa) and /ɜ:/ sounds. Learners also develop listening skills by tuning in using their background knowledge, identifying key details, and interpreting visual cues to understand events and emotions.	Students can use the past continuous to describe ongoing or interrupted past actions and combine it with the past simple using time sequencers. They recognize and produce weak forms of <i>was/were</i> and apply correct word stress in storytelling. They understand and retell past events using narrative structures, predict story endings from context, and recount past experiences clearly with appropriate use of past tenses and sequencers.	A2 Listening 1, 2 A2 Reading 2 A2 Spaking 2 A2 Grammar 2: Can use the present continuous to talk about actions happening now and past simple (regular and irregular verbs) to describe past events . A2 Vocabulary 3: Can recognize and use clothing-related vocabulary and prepositions of place to describe people and scenes.		
Day 3								Students are introduced to the past continuous tense to describe actions in progress at a specific time in the past. They explore how to use time sequencers and connectors to link ideas and structure narratives. Students also learn a variety of verb phrases related to storytelling. Pronunciation practice focuses on the weak forms of <i>was/were</i> and correct word stress in connected speech. Listening and reading tasks help students recognize the order of events and infer meaning from context.	Students can describe ongoing or interrupted actions in the past using the past continuous and combine it with the past simple using sequencers and connectors. They recognize and produce weak forms of <i>was/were</i> and use correct word stress in storytelling. They can understand, predict, and retell past events using narrative structures, and clearly recount stories or experiences with appropriate past tenses and sequencing.	A2 Listening 3 A2 Reading 3 A2 Writing 2 A2 Grammar 5: Can use the past continuous to describe actions in progress at a specific time in the past. B1 Grammar 2: Can use time sequencers and connectors to structure narratives and describe events coherently. A2 Vocabulary 4: Can understand and use a range of verb phrases related to everyday activities and storytelling.		
2C Grammar time sequencers and connectors	2C Vocabulary verb phrases	Unit 2B WB	Unit 3A Vocabulary Listening	Unit 3A Grammar <i>be going to (plans and predictions)</i>	Unit 3A WB	Unit 3A Speaking	NO CLASS					
2C Pronun.	2C Speaking	Revise and Check	3A Pronun.	Unit 3A Grammar <i>be going to (plans and predictions)</i>	Unit 3A WB	Unit 3A Speaking						
Weekly Input	Key grammar: word order in questions, present simple, present continuous, past simple (regular/irregular), past continuous, time sequencers, connectors, be going to Vocabulary: common verb phrases, describing appearance and personality, clothes, prepositions of place, holidays, prepositions of time/place, verb phrases, airports Functions: Asking personal info, describing people, describing scenes, talking about holidays, describing a scene, telling stories, making travel plans Skills: Recognizing names/places/numbers; exchanging personal info, describing a personal profile; writing one, describing a painting, understanding details; retelling a sequence, understanding mood/relationships, predicting and retelling endings, planning a trip; predicting outcomes.											
Weekly Output	Students can ask/answer personal questions. Students can describe people in writing and speech. Students can talk and write about past holidays and experiences. Students can describe travel plans and use "be going to" accurately			Students can write a short personal profile Students can use present simple in accurate contexts. Students can describe ongoing past events with detail and time.			Students can use basic question forms correctly Students can talk about current actions and describe pictures. Students can tell a story in chronological order with fluency.					

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Week 2								Input	Expected Output	CEFR Compatibility ²
Day 1										
1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	7 th Lesson	Extras			
Unit 3B Reading & speaking Unit 3B Vocabulary <i>verbs + prepositions</i> & Pronun. Unit 3B Listening	Unit 3B Grammar <i>Present cont. (future arrangements)</i> Unit 3B Speaking	Unit 3B In class Writing <i>an informal email</i>	Unit 3C Reading & Listening Unit 3C Grammar <i>Defining Relative clauses</i>	Unit 3C Vocabulary & Speaking <i>Paraphrasing</i>	Unit 3C Pronun. <i>Silent e</i> Unit 3C Speaking Practical English	Unit 3B <i>WB</i> Unit 3C <i>WB</i>		Students develop skills to use the present continuous for future arrangements, expand verb + preposition collocations, and practice paraphrasing strategies. They are introduced to defining relative clauses in both reading and listening tasks. Pronunciation practice includes silent “e” endings. Writing focuses on composing an informal email.	Students can talk and write about future arrangements using the present continuous. They can correctly use verb + preposition combinations, paraphrase sentences to avoid repetition, and use defining relative clauses for clearer descriptions. They can compose a short informal email with appropriate register and vocabulary.	A2 Grammar 9: Can use present continuous for future arrangements. B1 Grammar 3: Can use defining relative clauses for clarification. A2 Vocabulary 8: Can use verb + preposition collocations in everyday contexts. A2 Writing 6: Can write a short informal email with accurate grammar and register. A2 Speaking 6: Can paraphrase to support communication.
Day 2								Students are introduced to the present perfect tense with <i>yet, just, already</i> and practice distinguishing it from past simple. Vocabulary covers housework collocations (<i>make/do</i>). Pronunciation work includes stress and weak forms in common expressions. Listening and speaking tasks involve sharing personal experiences. Writing focuses on structuring an opinion essay.	Students can use the present perfect with <i>yet, just, already</i> to talk about recent experiences and distinguish when to use past simple vs. present perfect. They can use housework collocations accurately, identify stressed/unstressed forms in listening, and engage in conversations about chores and life experiences. They can produce a short opinion essay with basic arguments.	A2 Grammar 10: Can use present perfect with <i>yet/just/already</i> . B1 Grammar 4: Can contrast past simple and present perfect. A2 Vocabulary 9: Can use collocations with <i>make/do</i> . A2 Listening 6: Can follow conversations about housework and daily routines. A2 Writing 7: Can write a short opinion essay with supporting ideas.
Unit 4A Vocabulary <i>Housework: make or do?</i> Unit 4A Grammar <i>Present Perfect (yet/just/already)</i>	Unit 4A Pronun. & speaking	Unit 4A Listening Unit 4A Speaking	Unit 4B Listening & vocabulary Unit 4B Pronun.	Unit 4B Grammar <i>Present Perfect vs Past Simple</i>	Unit 4B Speaking Unit 4B Reading	Unit 4B In class Writing <i>an opinion essay</i>				
Day 3								Students practice using <i>something/anything/nothing</i> in a range of contexts. Vocabulary extends to everyday life and possessions. Reading and speaking tasks focus on interpreting short texts and engaging in role-play conversations. Pronunciation emphasizes intonation in sentences with indefinite pronouns. A revision session consolidates Units 3–4.	Students can use <i>something/anything/nothing</i> correctly in positive, negative, and interrogative sentences. They can understand and respond to short texts about familiar topics, produce short oral exchanges, and revise key grammar/vocabulary from Units 3–4.	A2 Grammar 11: Can use <i>something/anything/nothing</i> correctly. A2 Reading 5: Can understand short texts with familiar topics. A2 Speaking 7: Can participate in role-plays using everyday vocabulary. A2 Listening 7: Can understand main points in short, clear dialogues.
4A WB Unit 4B <i>WB</i>	Unit 4C Reading & Speaking Unit 4C Vocabulary	4C Grammar <i>Something/Anything etc.</i>	Revise and Check	4C Pronun. 4C Speaking 4C Listening	Unit 4C <i>WB</i>	No lesson				
Weekly Input	Grammar: Present continuous (future arrangements), defining relative clauses, present perfect (<i>yet/just/already</i>), present perfect vs. past simple, indefinite pronouns (<i>something/anything/nothing</i>). Vocabulary: Verb + preposition collocations, paraphrasing, housework collocations (<i>make/do</i>), everyday expressions with indefinite pronouns. Functions: Making arrangements, paraphrasing, describing experiences, writing opinion essays, using indefinite pronouns in conversation. Skills: Listening for details in conversations, reading short texts for gist and details, writing informal emails and opinion essays, role-play speaking.									
Weekly Output	Students can make and discuss future arrangements. Students can use defining relative clauses and verb + preposition collocations in speech. Students can describe recent experiences with the present perfect and contrast it with past simple. Students can write an informal email and a short opinion essay. Students can use indefinite pronouns (<i>something/anything/nothing</i>) in everyday interactions. Students can consolidate Units 3–4 through revision and check activities.									

² CEFR Compatibility details are available in *Curriculum Design & Course Objectives* file



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Week 3								Input	Expected Output	CEFR Compatibility ³
Day 1										
1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	7 th Lesson	Extras			
5A Reading&Speaking 5A Vocabulary	5A Grammar & pronun. <i>Comparatives, as...as</i>	5A Listening& speaking	Unit 5A WB	Unit 5B Vocabulary <i>describing a town or city</i> Unit 5B Grammar <i>Superlatives + ever</i>	Unit 5B Listening Unit 5B Pronun.& Speaking	Unit 5B In class Writing <i>describing your town or city</i>		Students review comparatives (<i>bigger than, as...as</i>) and learn to use superlatives with <i>ever</i> . Vocabulary expands to describing towns and cities. Pronunciation focuses on stress in comparative/superlative forms. Reading and listening practice center on comparing places and sharing personal experiences. Writing practice: describing their own town/city.	Students can compare people, places, and things using comparatives and superlatives, including <i>as...as</i> . They can describe a town/city in writing, give comparisons in speech, and recognize superlative questions with <i>ever</i> . They can use appropriate stress when pronouncing comparatives and superlatives.	A2 Grammar 12: Can use comparatives and <i>as...as</i> for comparisons. A2 Grammar 13: Can use superlatives with <i>ever</i> . A2 Vocabulary 10: Can use adjectives for describing towns/cities. A2 Speaking 8: Can compare objects/places and describe towns. A2 Writing 8: Can write a short description of a town/city.
Day 2										
Unit 5C Listening& Speaking Unit 5C Reading& Vocabulary <i>health and the body</i>	Unit 5C Grammar <i>quantifiers, too, (not) enough</i> Unit 5C Pronun.& Speaking	Practical English	Unit 5C WB	Unit 6A Vocabulary <i>Opposite verbs</i> Unit 6A Grammar <i>Will/Won't (predictions)</i>	Unit 6A Pronun. Unit 6A Listening Unit 6A Reading	Unit 6A Speaking Unit 6A WB		Students are introduced to quantifiers (<i>too, (not) enough</i>) and health/body vocabulary. Listening and reading focus on health-related contexts. Pronunciation practice includes stress and intonation in sentences with quantifiers. Practical English provides real-life expressions for social interactions (e.g., in shops, travel, or health settings). Students also learn <i>will/won't</i> for predictions.	Students can use quantifiers correctly in spoken and written contexts, and describe health problems and solutions. They can use <i>will/won't</i> to make simple predictions. They can understand and respond to Practical English dialogues, and use opposite verbs in context.	A2 Grammar 14: Can use quantifiers (<i>too, (not) enough</i>) to qualify statements. A2 Grammar 15: Can use <i>will/won't</i> for predictions. A2 Vocabulary 11: Can use basic health and body vocabulary. A2 Listening 8: Can understand short, clear conversations about health and daily life. A2 Speaking 9: Can make simple predictions and give health advice.
Day 3										
6B Reading& Listening 6B Grammar <i>will/won't/shall (other uses)</i>	6B Pronun. 6B Vocabulary <i>verb + back& speaking</i>	6B In class Writing <i>Social media messages</i>	6B WB	Unit 6C Listening Unit 6C Grammar <i>Verb form review</i>	Unit 6C Speaking Unit 6C Vocabulary <i>modifiers</i>	No lesson		Students extend use of <i>will/won't/shall</i> for offers and other uses beyond predictions. Vocabulary focus: <i>verb + back</i> expressions and modifiers. Pronunciation: intonation in offers. Reading/listening tasks involve everyday contexts (e.g., social media). Writing: composing short social media messages. Grammar review consolidates verb forms.	Students can use <i>will/won't/shall</i> flexibly for offers, suggestions, and future meaning. They can recognize and use <i>verb + back</i> expressions in context. They can write short, clear social media messages. They can revise and consolidate verb forms and use modifiers to add emphasis.	A2 Grammar 16: Can use <i>will/won't/shall</i> in a variety of functions (offers, predictions). A2 Grammar 17: Can review and use correct verb forms. A2 Vocabulary 12: Can use <i>verb + back</i> expressions and modifiers. A2 Writing 9: Can produce short, simple online/social media texts. A2 Speaking 10: Can make suggestions and offers using <i>shall</i> .
Weekly Input	Grammar: Comparatives & <i>as...as</i> ; superlatives + <i>ever</i> ; quantifiers (<i>too, (not) enough</i>); <i>will/won't</i> (predictions); <i>will/won't/shall</i> (offers/suggestions); verb form review. Vocabulary: Describing towns/cities, health & body, opposite verbs, verb + back expressions, modifiers. Functions: Comparing places, talking about health, making predictions, making offers/suggestions, writing descriptions and social media posts. Skills: Listening for details in health/travel contexts, reading short descriptive and functional texts, writing descriptive and functional texts (email, opinion essay, social media), speaking in comparisons, predictions, and offers.									
Weekly Output	Students can compare and describe towns/cities using comparatives and superlatives. Students can use quantifiers (<i>too, (not) enough</i>) correctly. Students can make predictions with <i>will/won't</i> . Students can write short social media messages.							Students can write a short description of their town/city. Students can describe health/body issues and give basic advice. Students can make offers and suggestions with <i>shall</i> . Students consolidate verb forms across learned tenses.		

³ CEFR Compatibility details are available in *Curriculum Design & Course Objectives* file



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Week 4										
Day 1								Input	Expected Output	CEFR Compatibility ⁴
1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	7 th Lesson	Extras			
Unit 6C Pronun. Unit 6C Speaking	Revise and Check	Unit 6C WB	7A Listening & Reading	Unit 7A Vocabulary verbs + infinitive & Grammar uses of the infinitive with to	Unit 7A Pronun. & speaking Infinitives with to	Unit 7A In class Writing an article		Students consolidate Unit 6C with pronunciation and speaking practice, then complete a Revise & Check. They are introduced to infinitives with <i>to</i> (Unit 7A) and practice verbs followed by the infinitive. Listening and reading tasks focus on recognizing patterns of verb + infinitive. Pronunciation practice highlights stress with infinitives. Writing: a short article using infinitives.	Students can pronounce and use verb + infinitive forms correctly. They can recognize and produce infinitives with <i>to</i> in speech and writing. They can compose a short article incorporating infinitive structures and demonstrate mastery of Unit 6C content through revision.	A2 Grammar 18: Can use verbs with infinitive (<i>want to, need to, hope to</i>). A2 Vocabulary 13: Can use verbs + infinitive accurately in everyday speech. A2 Writing 10: Can write a short article with simple infinitive structures. A2 Speaking 11: Can use infinitives with <i>to</i> in conversation.
Day 2										
Unit 7A WB	Unit 7B Vocabulary & grammar uses of the gerund (verb + -ing)	Unit 7B Listening & speaking Unit 7B Pronun. Unit 7B Speaking	Unit 7C Speaking Unit 7C Reading	Unit 7C Grammar <i>have to, don't have to, must, mustn't</i>	Unit 7C Listening	Unit 7C Vocabulary adjectives + prepositions & Pronun.		Students are introduced to gerunds (verb + -ing) in Unit 7B and practice distinguishing between infinitives and gerunds. Listening and speaking tasks focus on everyday contexts (likes/dislikes, routines). Pronunciation practice reinforces correct endings. Unit 7C introduces modal verbs (<i>have to, don't have to, must, mustn't</i>) and adjectives + prepositions. Reading and listening tasks highlight obligations and permissions.	Students can use gerunds after common verbs (e.g., <i>enjoy, like, don't mind</i>). They can correctly apply modal verbs to express obligation, necessity, and prohibition. They can also use adjectives + prepositions in descriptive contexts. They can actively participate in speaking tasks about rules, obligations, and preferences.	A2 Grammar 19: Can use gerunds after common verbs. A2 Grammar 20: Can use <i>have to, must, mustn't, don't have to</i> for rules and obligations. A2 Vocabulary 14: Can use adjectives + prepositions correctly. A2 Speaking 12: Can describe obligations and express likes/dislikes. A2 Listening 9: Can understand short dialogues about rules and daily activities.
Day 3										
Unit 7C Practical English	Unit 7B WB Unit 7C WB	Unit 8A Reading Unit 8A Grammar <i>should</i>	Unit 8A Pronun. Unit 8A Speaking & listening	Unit 8A Vocabulary <i>get</i> & Speaking	Unit 8A WB	No lesson		Students complete Unit 7C Practical English and Workbook tasks, then move into Unit 8A. They learn to use <i>should</i> for advice and recommendations. Vocabulary extends to phrases with <i>get</i> . Pronunciation focuses on the difference between /o/ and /u:/. Listening and speaking tasks include giving and responding to advice.	Students can give and respond to advice using <i>should/shouldn't</i> . They can use everyday expressions with <i>get</i> in conversation. They can recognize and produce the correct vowel sounds in pronunciation. They can participate in speaking activities about advice and everyday life.	A2 Grammar 21: Can use <i>should/shouldn't</i> to give advice. A2 Vocabulary 15: Can use expressions with <i>get</i> in context. A2 Pronunciation 3: Can distinguish /o/ and /u:/. A2 Speaking 13: Can give simple advice and respond appropriately.
Weekly Input	Grammar: Verb + infinitive (<i>want to, hope to</i>), verb + gerund (<i>enjoy, don't mind</i>), modal verbs (<i>have to, must, mustn't, don't have to</i>), <i>should</i> for advice. Vocabulary: Verbs + infinitive, adjectives + prepositions, phrases with <i>get</i> . Functions: Talking about preferences, describing obligations and rules, giving advice, writing an article. Skills: Listening for details in obligation/advice contexts, reading descriptive and functional texts, writing an article, writing short advice sentences, participating in conversations about rules and recommendations.									
Weekly Output	Students can use infinitives and gerunds appropriately in speech and writing. Students can describe obligations and rules using modal verbs. Students can write a short article using infinitives and gerunds. Students can give and respond to advice using <i>should</i> . Students can use adjectives + prepositions and <i>get</i> expressions in conversation. Students can complete Unit 6C–7C revision and apply learned structures in practical speaking tasks.									

⁴ CEFR Compatibility details are available in *Curriculum Design & Course Objectives* file



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Week 5								Input	Expected Output	CEFR Compatibility ⁵
Day 1										
1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	7 th Lesson	Extras			
Unit 8B Reading	Unit 8B Listening	Unit 8B Vocabulary <i>confusing verbs &</i> Speaking	8B WB	Unit 8C Reading	Unit 8C Grammar <i>possessive pronouns</i>	Unit 8C In class Writing <i>a short story</i>		Students are introduced to the first conditional (<i>if + present, will + infinitive</i>) and vocabulary around confusing verbs (e.g., <i>borrow/lend, say/tell</i>). Pronunciation practice includes stress in conditional sentences. They continue with Unit 8C, focusing on possessive pronouns and short story writing. Listening tasks reinforce understanding of conditionals in everyday contexts.	Students can form and use the first conditional to talk about real future possibilities. They can use confusing verbs correctly in speech and writing. They can apply possessive pronouns accurately and produce a short, simple story with correct grammar.	A2 Grammar 22: Can use the first conditional (<i>if + present, will + infinitive</i>). A2 Grammar 23: Can use possessive pronouns. A2 Vocabulary 16: Can use confusing verbs in context. A2 Writing 11: Can write a short story using learned grammar. A2 Speaking 14: Can make predictions about the future using conditional structures.
Day 2								Input	Expected Output	CEFR Compatibility ⁵
Revise & Check	Unit 9A Vocabulary <i>animals and insects &</i> pronun. Unit 9A Listening	Unit 9A Reading & speaking Unit 9A Grammar <i>if + past, would + infinitive (second conditional)</i>	Unit 9A Speaking	Unit 9A WB	Unit 9B Reading & Vocabulary <i>words related to fear</i>	Unit 9B Grammar <i>Present Perfect (for/since)</i>				
Day 3								Input	Expected Output	CEFR Compatibility ⁵
Unit 9B Pronun. Unit 9B Speaking	Unit 9C Vocabulary <i>Biographies &</i> Pronun.	Unit 9C Grammar <i>Present Perfect or Past Simple (2)</i> Unit 9C Listening Unit 9C Speaking	Unit 9C In-Class Writing <i>Biography</i>	Unit 9B WB	Unit 9C WB	No lesson				
Weekly Input	Grammar: First conditional (<i>if + present, will + infinitive</i>), possessive pronouns, second conditional (<i>if + past, would + infinitive</i>), present perfect (<i>for/since</i>), present perfect vs. past simple. Vocabulary: Confusing verbs, animals and insects, words related to fear, biography vocabulary. Functions: Talking about future possibilities, making predictions, describing hypothetical situations, writing short stories and biographies, describing life experiences. Skills: Listening to identify hypothetical and real conditions, reading descriptive/biographical texts, writing short stories and biographies, speaking about predictions, possibilities, and past experiences.									
Weekly Output	Students can use the first conditional for real future possibilities. Students can use the second conditional to talk about hypothetical situations. Students can distinguish between first and second conditional meanings. Students can use the present perfect with <i>for/since</i> and contrast it with past simple. Students can write a short story and a short biography. Students can use confusing verbs and possessive pronouns correctly. Students can describe experiences and life events in speaking and writing.									

A2 English File 5th Ed. Pre-Intermediate KURU

⁵ CEFR Compatibility details are available in *Curriculum Design & Course Objectives* file



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Week 6								Input	Expected Output	CEFR Compatibility ⁶
Day 1										
1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	7 th Lesson	Extras			
Unit 10A Vocabulary <i>Sports, movement & pronun.</i>	Unit 10A Speaking Unit 10A Vocabulary & Grammar <i>Expressing movement</i>	Unit 10A Reading & Speaking	Unit 10A In-Class Writing <i>An article</i>	Unit 10B Listening & Reading Unit 10B Vocabulary <i>phrasal verbs & Grammar Phrasal verbs</i>	Unit 10B Listening	Unit 10B Pronun. Unit 10B Speaking		Students learn vocabulary related to sports and movement, including phrasal verbs for everyday actions. Grammar focus is on expressing movement and phrasal verbs. Listening and reading tasks highlight movement and action in different contexts. Writing: composing a short article about sports or movement.	Students can describe sports and physical activities using appropriate vocabulary. They can use simple phrasal verbs in speech and writing. They can produce a short article about a sport or movement-related activity, and actively participate in listening/speaking activities about movement and action.	A2 Grammar 25: Can use simple phrasal verbs. A2 Vocabulary 19: Can use basic vocabulary for sports and movement. A2 Writing 13: Can write a short article about a familiar activity. A2 Speaking 17: Can describe sports and movement in simple terms. A2 Listening 11: Can understand short texts on sports and everyday activities.
Day 2										
Unit Unit 10C Vocabulary <i>People from different countries</i> 10C Grammar <i>The passive</i>	Unit 10C Speaking Unit 10C Listening	Revise and Check	Unit 10B WB Unit 10C WB	Unit 11A Vocabulary <i>School subjects</i> Unit 11A Reading	Unit 11A Grammar <i>Used to</i>	Unit 11A Pronun. Unit 11A Listening & Speaking		Students are introduced to the passive voice in Unit 10C. Vocabulary expands to nationalities and countries. Listening tasks include recognizing passive constructions. Revise & Check consolidates Units 10A–10C. In Unit 11A, students study <i>used to</i> for past habits. Pronunciation practice emphasizes sentence stress in past forms. Reading and speaking tasks focus on school subjects and childhood memories.	Students can recognize and produce passive voice sentences in everyday contexts. They can describe past habits and routines using <i>used to</i> . They can identify school subjects and discuss experiences from school days. They can consolidate Units 10–11 through revision activities.	B1 Grammar 7: Can use the passive in simple sentences. A2 Grammar 26: Can use <i>used to</i> for past habits. A2 Vocabulary 20: Can name school subjects and describe past routines. A2 Speaking 18: Can talk about past school experiences. A2 Listening 12: Can understand short texts including passive voice structures.
Day 3										
Unit 11A In-Class Writing <i>A formal email</i>	Unit 11A WB	Unit 11B Grammar <i>Might</i> Unit 11B Pronun.	Unit 11B Listening & Speaking Unit 11B Vocabulary <i>word building: noun formation & speaking</i>	Unit 11B WB	11C Listening 11C Vocabulary <i>similarities and differences</i>	No lesson		Students practice formal writing (a formal email) based on Unit 11A. Unit 11B introduces <i>might</i> for possibility and noun formation for vocabulary expansion. Pronunciation practice focuses on intonation in expressing possibility. Unit 11C adds vocabulary for similarities and differences, with listening and speaking practice for comparisons.	Students can write a formal email using appropriate register. They can use <i>might</i> to express possibility and form nouns from verbs or adjectives. They can compare and contrast ideas using vocabulary of similarity and difference.	A2 Grammar 27: Can use <i>might</i> to express possibility. B1 Vocabulary 3: Can form nouns from verbs and adjectives. A2 Writing 14: Can write a simple formal email. A2 Speaking 19: Can compare and contrast familiar things. A2 Listening 13: Can understand the main points when people talk about similarities and differences.
Weekly Input	Grammar: Expressing movement, phrasal verbs, passive voice, <i>used to, might</i> . Vocabulary: Sports and movement, countries and nationalities, school subjects, noun formation, similarities and differences. Functions: Talking about sports and movement, describing past habits, giving formal information in emails, expressing possibility, comparing similarities/differences. Skills: Listening for detail in sports and life contexts, reading short texts about past habits, writing articles and emails, participating in discussions on sports, habits, and possibilities.									
Weekly Output	Students can describe sports and movement using appropriate vocabulary. Students can use the passive in simple sentences. Students can write a short article and a formal email.							Students can use phrasal verbs in speech and writing. Students can use <i>used to</i> to describe past habits and experiences. Students can use <i>might</i> to talk about possibility.	<input type="checkbox"/> Students can form nouns and compare/contrast ideas using learned vocabulary.	

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Week 7								Input	Expected Output	CEFR Compatibility ⁷
Day 1										
1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	7 th Lesson	Extras			
11C Grammar <i>so, neither + auxiliaries</i> Unit 11C Pronun.	Unit 11C Speaking Unit 11C Practical English	Unit 11C <i>WB</i>	Unit 12A <i>Reading & vocabulary</i>	Unit 12A Grammar Past perfect	Unit 12A Speaking	Unit 12A <i>WB</i>		Students review agreement/disagreement structures (<i>so, neither + auxiliaries</i>). They consolidate Unit 11C with pronunciation and speaking, plus Practical English for real-life interactions. Unit 12A introduces the past perfect with listening, reading, and speaking tasks. Vocabulary expands to life events and sequencing words. Writing practice includes short reflections on past experiences.	Students can agree and disagree with statements using <i>so/neither</i> . They can use the past perfect to show sequence in storytelling. They can write and speak about life experiences with correct tense sequencing and actively participate in real-life dialogues from Practical English.	B1 Grammar 8: Can use the past perfect to indicate sequence of events. A2 Grammar 28: Can use <i>so/neither + auxiliary</i> for agreement/disagreement. A2 Vocabulary 21: Can use sequencing expressions to narrate events. A2 Speaking 20: Can recount experiences using a range of past tenses. A2 Writing 15: Can write short texts that sequence events correctly.
Day 2										
Unit 12B Listening	Unit 12B Grammar <i>reported speech & Vocabulary say or tell?</i>	Unit 12B Grammar <i>reported speech & Vocabulary say or tell?</i>	Unit 12B Speaking Unit 12B Pronun.	Unit 12B Reading & speaking	Unit 12B In class Writing <i>A review</i>	Unit 12B <i>WB</i>		Students are introduced to reported speech (statements and questions) and the difference between <i>say</i> and <i>tell</i> . Pronunciation practice includes stress and intonation in reported speech. Reading, listening, and speaking tasks focus on retelling events. Writing practice: composing a review.	Students can transform direct into reported speech. They can distinguish between <i>say</i> and <i>tell</i> and use them appropriately. They can produce short spoken and written accounts of conversations or past events. They can write a short review with clear structure and appropriate language.	B1 Grammar 9: Can use reported speech for past events. A2 Grammar 29: Can use <i>say/tell</i> correctly. A2 Vocabulary 22: Can use reporting verbs in everyday contexts. A2 Writing 16: Can write a simple review of a book, film, or event. A2 Speaking 21: Can report on past conversations in simple language.
Day 3										
Unit 12C Pronun. & vocabulary <i>Revision of question words</i>	Unit 12C Grammar <i>questions without auxiliaries</i>	Unit 12C Speaking Unit 12C Listening	Unit 12C <i>WB</i>	<i>Revision</i>	<i>Revision</i>	No lesson		Students revise question words and learn questions without auxiliaries (e.g., <i>Who lives here?</i>). Vocabulary practice reinforces wh- question words. Listening and speaking tasks emphasize forming and responding to questions in natural speech. Final revision session consolidates Units 11–12 and prepares students for end-of-course assessment.	Students can form and respond to questions without auxiliaries. They can review and consolidate all grammar, vocabulary, and skills learned from Units 1–12. They can participate confidently in discussions, listening tasks, and short written activities in preparation for final evaluation.	A2 Grammar 30: Can form questions without auxiliaries (<i>Who lives here?</i>). A1 Vocabulary 23: Can use and understand a wide range of question words. A2 Listening 14: Can understand questions and responses in familiar contexts. A2 Speaking 22: Can ask and answer questions fluently on familiar topics.
Weekly Input	Grammar: <i>so/neither + auxiliaries</i> , past perfect, reported speech, <i>say/tell</i> , questions without auxiliaries. Vocabulary: Sequencing words, reporting verbs, wh- question words. Functions: Agreeing/disagreeing, sequencing events, reporting conversations, asking/answering questions. Skills: Listening for detail in narratives, reading reviews, writing reviews and short texts, retelling events, revision of all skills for assessment.									
Weekly Output	Students can agree/disagree using <i>so/neither</i> . Students can use the past perfect to show sequence in narratives. Students can report conversations and use <i>say/tell</i> accurately. Students can write a short review. Students can ask and answer questions with/without auxiliaries. Students can consolidate all grammar, vocabulary, and skills from Units 1–12. Students can demonstrate readiness for final assessments at A2–B1 level.									

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Week 1									Input	Expected Output	CEFR Compatibility ¹							
Day 1																		
1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	7 th Lesson	Extras											
Unit 1 A How we eat *1-Vocabulary (Food and Cooking) *2Pronunciation *3-Listening & Speaking									*4-Reading	*5-Listening	*6-Grammar (Present simple and cont., action and non-action verbs)	*7-Speaking	Unit 1 A WB	*Unit 1 B Happy Families? *1-Vocabulary and Speaking (Family)	Booklet pp.3-9	Present simple and continuous; action and non-action verbs; vocabulary: food and cooking; pronunciation: short and long vowel sounds; reading: using personal experience to understand a text; listening understanding key words in questions; predicting content using visual clues; speaking asking about food preferences; agreeing and disagreeing	Students can describe eating habits using present tenses, distinguish permanent vs. temporary actions, and use food-related vocabulary to express preferences. They identify vowel length differences, understand main ideas in texts, and engage in discussions using appropriate language	B1 Grammar B1 Vocabulary B1 Listening: 1, 2 B1 Speaking: 2, 3 B1 Reading: 1, 4 B1 Writing: 1
Day 2																		
Unit 1 B *2- Grammar (Future Forms)									*3- Pronunciation & Speaking *4- Vocabulary (Adjectives of Personality) *5- Pronunciation (Word Stress)	*6 Reading *7- Listening & Speaking *8- Writing Describing A Person	*Writing Bank 1 (Describing a friend)	*Practical English I: Surprise meetings SB	*Unit 1 B WB	*Practical English 1: Surprise meetings WB *Can you remember? WB	Booklet pp.3-9	Grammar: future forms (<i>present continuous</i> , <i>be going to</i> , <i>will/won't</i>); vocabulary: family members and adjectives of personality; pronunciation: sentence stress and word stress; reading: identifying reasons in texts; listening understanding a narrative; speaking talking about family, politely refusing to talk, retelling a story; writing: describing a person	Students can discuss future plans using correct future forms and describe family members with personality adjectives. They apply sentence and word stress for clarity, identify main and supporting ideas in texts, understand narrative structures, and retell experiences and describe people in writing.	B1 Grammar B1 Vocabulary B1 Listening: 2, 4 B1 Speaking: 2, 3 B1 Reading: 2 B1 Writing: 2
Day 3																		
Unit 2 A Spend or save? *1-Vocabulary (Money) *2Pronunciation & Speaking									*3- Reading	*4Grammar (Present Perfect and Past Simple)	*5- Speaking *6- Reading & Listening (a)	Unit 2 B Life-changing *1-Listening *2-Grammar (Present perfect+for/since, present perfects cont.) (a-b-c)	*2-Grammar (Present perfect+for/since, present perfects cont.) (d)		Booklet pp.11-15	Sts. practice reacting with functional language (surprise, sympathy). Master present perfect, past simple, and present perfect continuous (with for/since). Learn money-related vocabulary and strong adjectives (e.g., exhausted, amazed). Focus on "o" and "or" sounds, plus sentence stress. Read for detail. Develop listening skills with visuals/subtitles; identify main ideas and event order. Use polite language to discuss spending habits, express opinions, ask about durations.	Students engage in social exchanges, describe recent and past experiences using correct tenses (present perfect and present perfect continuous), and apply financial vocabulary in discussions. They distinguish similar vowel sounds, follow event sequences in texts, and ask for or provide information about money habits. They also express feelings with strong adjectives, apply sentence stress for clarity, understand detailed texts and audiovisual input with visual cues, discuss duration and experience..	B1 Grammar B1 Vocabulary B1 Listening: 1, 2,3 B1 Speaking: 1, 2, 3,4 B1 Reading: 1, 2,4 B1 Writing: 2
Weekly Input	This week focuses on present tenses (simple and continuous), future forms (<i>be going to</i> , <i>will</i> , present continuous), and present perfect forms (including <i>for/since</i> and continuous). Vocabulary includes food, family, personality, money, and strong adjectives. Pronunciation covers vowel sounds, sentence and word stress, and /o/, /or/. Skills work includes reading for detail and personal connection, listening for key words and event order, and speaking about preferences, habits, and emotions. Writing tasks include describing a person and writing a thank-you email. Functional language for everyday reactions is introduced.																	
Weekly Output	Students can describe habits and future plans using appropriate tenses, apply key vocabulary in context, and speak clearly with proper stress and pronunciation. They can identify main ideas and sequences in texts and conversations, engage in discussions on personal topics (e.g., food, money, feelings), and write short descriptive and formal texts. They begin using functional expressions for everyday interactions.																	

¹ CEFR Compatibility details are available in *Curriculum Design & Course Objectives* file



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Week 2

Day 1								Input	Expected Output	CEFR Compatibility ²
1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	7 th Lesson	Extras			
*3- Pronunciation *4- Speaking *5- Writing Bank 2 (a thank you e-mail)	*6- Reading *7-Vocabulary & Speaking (strong adjectives) (a-b-c)	7-Vocabulary & Speaking (strong adjectives) (d-e) *8-Listening	*Revise and Check 1&2	*Unit 2 B WB	Unit 3 A Who got there first? *1- Vocabulary (transport) & Speaking *2- Pronunciation	*3-Reading & Listening	Booklet pp.11-15	Students write thank-you emails with appropriate register and structure. Vocabulary includes strong adjectives (e.g., <i>exhausted, amazed</i>). Pronunciation focuses on /ʃ/, /dʒ/, /tʃ/ sounds and linking. Reading tasks involve detailed comprehension and making predictions. Listening skills include using visuals, confirming predictions, and identifying facts. Speaking activities cover asking about duration, expressing opinions, using strong adjectives, and role-playing as a tourist.	Students write well-structured thank-you emails. They can use strong adjectives to express emotions, produce key consonant sounds with linking, and understand detailed texts while making predictions. They extract factual and implied meaning from audiovisual input, engage in role-plays, discuss time and experiences, and express opinions clearly.	B1 Vocabulary B1 Pronunciation B1 Listening: 2, 3 B1 Speaking: 2, 4 B1 Reading: 2
*4- Grammar (choosing between comparative and superlatives)	*5- Pronunciation & Listening *6-Speaking	*7- Writing/Writing Bank 3 (an article for a website)	*Unit 3 A WB	Unit 3 B Challenging Stereotypes *1-Reading *2-Grammar (Articles) (a-b)	*2-Grammar (Articles) (c) *3- Pronunciation *4- Speaking	*5- Listening	Booklet pp.17-23	Students use comparatives, superlatives, and articles correctly, and apply verb/adjective + preposition collocations. Pronunciation practice includes /ʃ/, /dʒ/, /tʃ/, linking, schwa /ə/, and both pronunciations of <i>the</i> . They confirm predictions and identify facts in listening, distinguish concepts in reading, generalize and give opinions in speaking, and write a website article.	Students can use comparatives, superlatives, and articles appropriately; produce key sounds with linking and schwa; interpret factual content and make predictions in listening; distinguish abstract ideas in reading; generalize using collocations, engage in realistic dialogues, and write a well-structured article.	B1 Grammar B1 Vocabulary B1 Pronunciation B1 Listening: 2, 3 B1 Speaking: 2, 4 B1 Reading: 2 B1 Writing: 2
*6- Vocabulary & Speaking (collocation)	*Practical English 2: Images of London SB	*Unit 3 B WB	*Practical English 2: Images of London WB *Can you remember? 1-3 WB (Optional-Homework)	Revision Unit 1-3	Unit 4 A Modern manners *1- Vocabulary (Phone language) *2-Grammar (obligation and prohibition) (a-b)		Booklet pp.17-23	Students practice verb/adjective + preposition collocations in listening and speaking, focusing on permissions and requests. Revision integrates grammar, vocabulary, and skills from Units 1–3. Content includes grammar (obligation, prohibition, advice), vocabulary (phone language), pronunciation (silent consonants), and reading (assessing a point of view).	Students can use verb/adjective + preposition combinations accurately, understand idea development in listening, express abstract ideas, handle permissions and requests, and confidently apply language skills from Units 1–3. Students can express and distinguish between obligation, prohibition, and advice using modal structures; understand and use vocabulary related to phone communication; identify and pronounce words with silent consonants.	B1 Vocabulary B1 Listening: 2, 3 B1 Speaking: 2, 4 B1 Functional Language B1 Integrated Skills Review
Weekly Input	This week introduces strong adjectives, verb/adjective + preposition collocations, comparatives and superlatives, article usage, and modal verbs for obligation and advice. Key pronunciation includes /ʃ/, /dʒ/, /tʃ/, linking, and silent consonants. Receptive skills focus on detailed reading, predicting content, and understanding advice or evolving concepts. Speaking includes expressing opinions, role-plays (e.g., tourist, phone calls), and discussing obligations. Writing tasks include a website article and a complaint email. A review of Units 1–3 is integrated with Practical English (permissions and requests).									
Weekly Output	Students can describe experiences vividly using strong adjectives, apply comparative structures correctly, and express rules using modal verbs. outputs such as an article and a complaint email, using appropriate tone and structure. They can extract factual and implied meaning from texts and audio, generalize ideas using collocations, and participate in practical speaking tasks. Learners can also produce well-organized written article.									

B1 English File 5th Ed. Intermediate KURU

² CEFR Compatibility details are available in *Curriculum Design & Course Objectives* file



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Week 3								Input	Expected Output	CEFR Compatibility ³
Day 1										
1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	7 th Lesson	Extras			
Unit 4 A 2-Grammar (c-d) (Obligation and prohibition) *3- Pronunciation	*4- Speaking *5- Reading	*6-Listening *7- Speaking	*8-Writing Bank 4 (an email of complaint)	Unit 4 A WB	Unit 4 B Yes, we can! *1-Grammar (ability and possibility)	*2- Pronunciation & Speaking *3-Reading	Booklet pp.25-29	Listening: understanding problems and advice; Speaking: discussing phone usage; expressing opinions about rules and obligations; Writing: composing an email of complaint. Students use <i>can</i> , <i>could</i> , and <i>be able to</i> to express ability and possibility, and distinguish between -ed/-ing adjectives. They practice sentence stress for emphasis, derive meaning from context in reading, and identify key points in spoken advice. Speaking tasks include discussing abilities, possibilities, and learning tips.	Students assess perspectives in written texts; comprehend spoken dialogues that involve giving or receiving advice; express opinions clearly about rules and phone use; write structured complaint emails using appropriate tone and format. Students can express present and past abilities and possibilities using appropriate modal structures; accurately use and distinguish -ed/-ing adjective forms; interpret meaning from context in reading passages; identify key ideas and advice in listening tasks; communicate their abilities and learning strategies clearly and confidently in spoken interactions.	B1 Grammar B1 Vocabulary B1 Listening: 2, 3 B1 Speaking: 2, 4 B1 Reading: 2 B1 Writing: 2
*4- Listening & Speaking	*5- Vocabulary (-ed/-ing adjectives)	*6-Listening *Revise and Check 3&4	*Unit 4 B WB	Unit 5 A Good sports *1-Vocabulary (sport) *2- Pronunciation *3-Speaking	*4-Reading	*5- Listening	Booklet pp.31-37	Students learn sports-related vocabulary. Pronunciation focuses on /ɔ:/ and /ɜ:/ sounds. They identify how examples support main ideas in reading, extract key information from interviews, discuss sports and share anecdotes in speaking.	Students can use a range of past tenses to recount and sequence events effectively, apply sports and film-related vocabulary, and pronounce /ɔ:/ and /ɜ:/ accurately. They analyse supporting examples in texts, interpret time relationships, and identify event sequences in audio. They discuss experiences, share anecdotes, express film-related opinions.	B1 Grammar B1 Vocabulary B1 Pronunciation B1 Listening: 2, 3 B1 Speaking: 2, 4 B1 Reading: 2 B1 Writing: 2
*6- Grammar (past tenses)	*7- Speaking	*8- Writing/Writing Bank 5 (telling a story)	*Unit 5 A WB	Unit 5 B Best Friends Forever *1- Reading & Speaking	*2-Grammar (past and present habits and states)		Booklet pp.31-37	Students use past simple, past continuous, and past perfect tenses, and use <i>used to</i> , <i>usually</i> , and <i>would</i> to talk about past and present habits and states and apply relationship-related vocabulary. They understand narratives about relationships, identify facts and evidence in listening, and discuss relationships, compare habits, and express opinions and write narrative texts.	Students can write coherent narratives in the past tense. Students can describe and compare past and present habits and states using correct grammatical structures; use relationship-related vocabulary to discuss experiences; distinguish pronunciation of <i>s</i> in words and <i>used to</i> ; understand the progression and context of a relationship story; extract factual details from audio material; articulate and defend opinions in discussions.	B1 Grammar B1 Vocabulary B1 Pronunciation B1 Listening: 2, 3 B1 Speaking: 2, 4 B1 Reading:
Weekly Input	Students review ability and possibility structures (can, could, be able to), -ed/-ing adjectives, and past tenses including used to and the passive voice. Vocabulary focuses on sports, relationships, and cinema. Key pronunciation includes sentence stress, vowel contrasts (/ɔ:/, /ɜ:/), and participle endings. Reading and listening tasks centre on understanding advice, narratives, and connotations. Speaking activities include discussing abilities, habits, and personal experiences. Writing tasks involve telling a story using narrative tenses.									
Weekly Output	Students can express ability, recount past events, describe habits, and use passive structures accurately. They interpret advice and narratives in texts and audio, distinguish key pronunciation features, and communicate clearly about personal topics. They can write coherent stories and contribute meaningfully to discussions about sports, relationships, and cinema.									

³ CEFR Compatibility details are available in *Curriculum Design & Course Objectives* file



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Week 4										
Day 1								Input	Expected Output	CEFR Compatibility ⁴
1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	7 th Lesson	Extras			
*3- Pronunciation & Speaking	*4- Vocabulary (relationships)	*5- Listening *6- Speaking	*Practical English 3: The day before the show SB	*Unit 5 B WB	* Practical English 3: The day before the show WB *Can you remember? 1-5 WB (Optional/Homework)	Unit 6 A Extra information *1- Vocabulary (cinema) *2-Reading	Booklet pp.31-37	Vocabulary: relationship-related vocabulary and cinema-related terms and expressions; Pronunciation focuses on the letter <i>s</i> and <i>used to</i> . They understand narratives about relationships, identify facts and evidence in listening, and discuss relationships, compare habits, and express opinions. Reading: interpreting visuals (e.g., photos, images, clues);	Students can apply relationship-related vocabulary and vocabulary related to films and cinema in discussions and comprehension tasks; correctly pronounce past participles and distinguish between regular and irregular forms; analyse the emotional tone and implied meaning in written texts; extract key content and take structured notes while listening and interpret and respond to visual prompts in reading tasks.	B1 Grammar B1 Vocabulary B1 Listening: 2, 3 B1 Speaking: 2 B1 Reading: 2 B1 Writing: 2
Day 2										
*3-Grammar (passive all tenses)	*4- Pronunciation 5-Listening	*6- Speaking	*7- Writing/Writing Bank 6 (a film review)	*Unit 6 A WB	Unit 6 B In the picture *1-Reading & Speaking	*2- Grammar (modals of deduction)		Grammar: the passive voice in all tenses (e.g., <i>is made, was built, has been written, will be delivered</i>) and modals of deduction (<i>might, can't, must</i>); Pronunciation: regular and irregular past participles; Listening: focusing on content words and effective note-taking techniques. Writing: writing a film review using appropriate structure and vocabulary Grammar: modals of deduction (<i>might, can't, must</i>);	Students can recognize and use passive structures in a range of tenses for both spoken and written contexts; correctly pronounce past participles and distinguish between regular and irregular forms; extract key content and take structured notes while listening and ; write organized and evaluative film reviews They can express logical deduction and certainty using modal verbs (<i>must, can't, might</i>) in appropriate contexts;	B1 Grammar B1 Vocabulary B1 Pronunciation B1 Listening: 2, 3 B1 Speaking: 2, 4 B1 Reading: 2 B1 Writing: 2
Day 3										
*3-Vocabulary (body) *4- Pronunciation *5-Reading & Listening	*6- Listening *Revise and Check 5&6	*Unit 6 B WB	Unit 7 A Term time *1-Vocabulary (education) *2- Pronunciation *3- Speaking	*4-Listening	*5- Grammar (first conditional and future time clauses +when, until, etc.)			Vocabulary: the body; Pronunciation: diphthongs; Reading: interpreting visuals (e.g., photos, images, clues); Listening: understanding implied meaning in visual contexts; Grammar: first conditional and future time clauses (<i>when, until, as soon as, before, after</i>); Vocabulary: education; Pronunciation: the letter <i>u</i> in different word contexts; Listening: checking assumptions and predictions; understanding advice and suggestions.	Students can use the first conditional and future time clauses to talk about future plans, conditions, and consequences; apply education-related vocabulary to describe academic experiences; recognize different pronunciations of the letter <i>u</i> ; comprehend spoken advice and verify predictions or assumptions; participate in discussions about education confidently and express their views with supporting reasons.	B1 Grammar B1 Vocabulary B1 Pronunciation B1 Listening: 2, 3 B1 Speaking: 2, 4 B1 Reading: 2 B1 Writing: 2
Weekly Input	Students work on modals of deduction, conditionals (first and second), and review of tenses. Vocabulary covers the body, education, houses, and jobs. Pronunciation focuses on diphthongs, sentence stress, and the pronunciation of letters <i>u</i> and <i>c</i> . Reading and listening tasks involve interpreting visuals, opinions, pros and cons, and biographical texts. Speaking includes discussing certainty, future scenarios, education, and work. Writing tasks include film reviews and descriptive texts about homes.									
Weekly Output	Students can express certainty and hypothetical situations using modals and conditionals; use vocabulary related to the body, education, and homes; pronounce diphthongs and key letter patterns accurately; interpret visuals and perspectives in reading and listening tasks. Students can engage in meaningful conversations about education, work, and housing; and produce structured texts such as film reviews and house descriptions.									

⁴ CEFR Compatibility details are available in *Curriculum Design & Course Objectives* file



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Week 5								Input	Expected Output	CEFR Compatibility ⁵
Day 1										
1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	7 th Lesson	Extras			
*6-Reading & Speaking	*7-Speaking	Unit 7 A WB	Unit 7 B House or home *1-Reading and Speaking	*2-Grammar (Second conditional, choosing between conditionals)	*3- Pronunciation & Speaking *4-Vocabulary (houses) *5-Pronunciation	*6-Reading & Listening		Students practice the second conditional and conditional choices. Vocabulary focuses on houses and home-related topics; pronunciation covers sentence stress, and the letter <i>c</i> . Skills include reading (evaluating pros/cons, biographical info), listening (visuals, biographical facts), speaking (jobs, products, dream homes, hypothetical/future scenarios).	Students can use second conditional structures and distinguish between types of conditionals for hypothetical and future situations; use vocabulary related to houses and personal living preferences. They apply correct sentence stress and pronounce <i>c</i> appropriately depending on context; interpret contrasting viewpoints and detailed descriptions in texts.	B1 Grammar B1 Vocabulary B1 Pronunciation B1 Listening: 2, 3 B1 Speaking: 2, 4 B1 Reading: 2 B1 Writing: 2
*7- Speaking & Writing Writing Bank 7 (describing a house or a flat)	*Practical English 4: Together again? SB	Unit 7 B WB	*Practical English 4: Together again? WB *Can you remember? 1-7 WB (Optional/Homework)	Unit 8 A The right job for you *1-Vocabulary (work) *2- Pronunciation & Speaking	*3-Grammar (choosing between gerunds and infinitives)	*4-Writing/ Writing Bank 8 (a covering mail)		Students use gerunds and infinitives (e.g., <i>like doing, want to do</i>), and apply Vocabulary: work, jobs, consumerism; Pronunciation: word stress in multi-syllable nouns and verbs; Speaking: describing a person's job and work context; Writing: describing a house in detail and writing formal covering emails.	Students use gerunds and infinitives accurately, can describe people and places using appropriate tense and descriptive language; use vocabulary related to jobs and consumer habits; give structured presentations and product descriptions; express ideas about housing, dreams, and imagination effectively in writing and speech and write professional covering emails for formal purposes.	B1 Grammar B1 Vocabulary B1 Pronunciation B1 Listening: 2, 3 B1 Speaking: 2, 4 B1 Reading: 2 B1 Writing: 2
*5 Reading & Speaking	*6-Listening *7- Speaking	*Unit 8 A WB	Unit 8 B Service with a smile? *1-Reading & Speaking	*2-Grammar (Reported Speech)	*3-Listening *4- Vocabulary (making nouns from verbs) *5-Pronunciation			Grammar: reported speech – statements and questions Vocabulary: noun formation from verbs (e.g., <i>employ</i> → <i>employment, decide</i> → <i>decision</i>) Pronunciation: the letters <i>ai</i> and <i>air</i> They develop skills in reading main ideas and predicting outcomes, listening for sequence and retelling, and speaking through role-plays, personal storytelling.	Students report statements and questions with correct tense and pronoun shifts, form nouns, adjectives, and adverbs from base words, and pronounce <i>ai</i> and <i>air</i> accurately. They identify and summarize key points from stories and instructional texts; recount events in logical order; retell spoken content clearly.	B1 Grammar B1 Vocabulary B1 Pronunciation B1 Listening: 2, 3 B1 Speaking: 2, 4 B1 Reading: 2 B1 Writing: 2
Weekly Input	This week includes grammar on gerunds and infinitives, reported speech and third conditional. Vocabulary focuses on jobs, independence, noun formation, adjectives/adverbs, and digital life. Pronunciation reviews connected speech, rhythm, and spelling patterns like <i>ough/ough</i> . Students read narratives, predict outcomes, and identify key ideas. Listening tasks target retelling, sequencing, and note-taking. Speaking involves describing jobs, presenting ideas, sharing experiences, and hypothetical discussions. Writing tasks include a covering email.									
Weekly Output	Students can use gerunds, infinitives, reported speech, and conditionals accurately in varied contexts; form nouns, adjectives, and adverbs from base words; interpret and summarize stories and technical texts. Students can follow and retell spoken narratives; express opinions and experiences clearly; write formal and argumentative texts with structured content and appropriate language.									

⁵ CEFR Compatibility details are available in *Curriculum Design & Course Objectives* file



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Week 6								Input	Expected Output	CEFR Compatibility ⁶
Day 1										
1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	7 th Lesson	Extras			
*6-Reading *7- Listening & Speaking	*Revise and Check 7&8	*Unit 8 B WB	Unit 9 A I was so lucky! *1-Listening	*2-Grammar (third conditional)	*3-Pronunciation	*4-Reading&Speaking		Reading: identifying the main idea of a story; predicting possible outcomes or endings Listening: order of events; how-to sequences; listening for retelling Speaking: role-playing complaint scenarios; sharing personal experiences in narrative form. Students discuss hypothetical past situations with the third conditional, focus on sentence rhythm, weak forms of <i>have</i> , and linking sounds.	Students summarize key points from texts, recount events logically, and retell spoken content clearly. They share personal stories and complaints effectively, use the third conditional for unreal past situations, apply natural sentence rhythm and weak forms of <i>have</i> , identify topic sentences, and discuss luck and hypothetical past events.	B1 Grammar B1 Vocabulary B1 Pronunciation B1 Reading: 2 B1 Listening: 2, 3 B1 Speaking: 2, 4 B1 Writing: 2
Day 2										
*5-Vocabulary (making adjectives and adverbs) * Unit 9 A WB	*Unit 9 B Power cut *1-Vocabulary (electronic devices)	*2-Pronunciation *3- Listening & Speaking	*4-Grammar (quantifiers) *5-Pronunciation	*6-Reading&Speaking	*7-Writing/Writing Bank 9 (write an essay about the advantages and disadvantages of smartphones)	*Practical English 5: Ben's big show SB		Students build adjectives and adverbs, learn vocabulary on digital life, and practice pronunciation of sentence rhythm and weak forms of <i>have</i> . Grammar focuses on quantifiers, reading on topic sentences, speaking on past events and luck, and writing on a for-and-against essay about technology.	Students correctly form and use adjectives and adverbs, apply quantifiers in speech and writing, and describe digital devices and habits with suitable vocabulary. They recognize and pronounce difficult spellings like <i>ough</i> and <i>ugh</i> , and write a clear, structured for-and-against essay with well-developed arguments.	B1 Grammar B1 Vocabulary B1 Reading: 2 B1 Listening: 2, 3 B1 Speaking: 2, 4 B1 Writing: 2
Day 3										
*Unit 9 B WB	*Practical English 5: Ben's big show WB *Can you remember? WB (Optional/Homework)	Unit 10 A Idols and icons *1-Reading & Listening	*2-Grammar (relative clauses)	*3-Speaking	*4-Writing/Writing Bank 10 (a biography)			Grammar: relative clauses – defining and non-defining Vocabulary: biographical facts and notable figures Reading: understanding and interpreting biographical information. Speaking: forming questions with relative clauses; discussing well-known people and their achievements Writing: composing a short biography	Students can accurately form and use both defining and non-defining relative clauses; comprehend and summarize key facts from biographical texts; ask and answer questions using relative clauses in context; write a coherent and informative biography of a notable figure.	B1 Grammar B1 Vocabulary B1 Reading: 2 B1 Listening: 2, 3 B1 Speaking: 2 B1 Writing: 2
Weekly Input	This week focuses on relative clauses (defining and non-defining), question tags, and compound nouns. Vocabulary includes biographical facts and crime-related terms. Pronunciation emphasizes intonation in question tags. Reading and listening activities center around interpreting biographies and short crime narratives, distinguishing between fact and opinion, and drawing inferences. Speaking tasks include asking questions using relative clauses, discussing well-known figures, and commenting on crime scenarios. Writing activities involve composing short biographies.									
Weekly Output	Students can construct accurate relative clauses and question tags in context, use biographical and crime-related vocabulary effectively, and apply appropriate intonation for different communicative purposes. They can interpret and summarize written and spoken biographical and narrative content, distinguish factual evidence from opinion in texts and audio, and write structured, concise biographies.									

⁶ CEFR Compatibility details are available in *Curriculum Design & Course Objectives* file



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Week 7										
Day 1								Input	Expected Output	CEFR Compatibility ⁷
1 st Lesson	2 nd Lesson	3 rd Lesson	4 th Lesson	5 th Lesson	6 th Lesson	7 th Lesson	Extras	Grammar: question tags (e.g., <i>You're coming, aren't you?</i>). Listening: distinguishing between factual evidence and opinion in spoken narratives. Pronunciation: intonation in question tags (rising and falling patterns) Reading: understanding detail and making inferences in short narrative texts. Listening: identifying evidence and distinguishing it from opinion in spoken language	Students can use question tags appropriately to confirm information or seek agreement; differentiate between evidence and opinion in listening tasks; apply new vocabulary in speaking and writing about criminal cases. Students can recognize and produce appropriate intonation in question tags depending on intent (confirmation vs. genuine question); infer meaning and implied ideas from short written stories; identify factual evidence versus opinion in listening tasks.	B1 Grammar B1 Vocabulary B1 Reading: 2 B1 Listening: 2, 3 B1 Speaking: 2 B1 Writing: 2 B1 Pronunciation
*5- Listening	*6- Speaking	*6 Speaking *7- Vocabulary&Pronunciation (compound nouns, word stress)	Unit 10 A WB	Unit 10 B And the murderer is... *1- Vocabulary&Reading (crime)	*2- Listening	*3- Grammar (Tag questions)				
Day 2								Grammar: question tags (e.g., <i>You're coming, aren't you?</i>). Listening: distinguishing between factual evidence and opinion in spoken narratives. Pronunciation: intonation in question tags (rising and falling patterns) Reading: understanding detail and making inferences in short narrative texts. Listening: identifying evidence and distinguishing it from opinion in spoken language	Students can use question tags appropriately to confirm information or seek agreement; differentiate between evidence and opinion in listening tasks; apply new vocabulary in speaking and writing about criminal cases. Students can recognize and produce appropriate intonation in question tags depending on intent (confirmation vs. genuine question); infer meaning and implied ideas from short written stories; identify factual evidence versus opinion in listening tasks.	B1 Grammar B1 Vocabulary B1 Reading: 2 B1 Listening: 2, 3 B1 Speaking: 2 B1 Writing: 2 B1 Pronunciation
*4- Pronunciation & Speaking	*6- Listening	*5-Reading & Listening (p104)	*5-Reading & Listening (p105)	*Revise and Check 9&10	Unit 10 B WB	Movie				
Day 3										
Grammar Revision	Grammar Revision	Reading Activities	Reading Activities	Listening & Speaking & Discussion Activities	Writing Activities					
Weekly Input	This week focuses on relative clauses (defining and non-defining), question tags, and compound nouns. Vocabulary includes biographical facts and crime-related terms. Pronunciation emphasizes intonation in question tags. Reading and listening activities center around interpreting biographies and short crime narratives, distinguishing between fact and opinion, and drawing inferences. Speaking tasks include asking questions using relative clauses, discussing well-known figures, and commenting on crime scenarios. Writing activities involve composing short biographies.									
Weekly Output	Students can construct accurate relative clauses and question tags in context, use biographical and crime-related vocabulary effectively, and apply appropriate intonation for different communicative purposes. They can interpret and summarize written and spoken biographical and narrative content, distinguish factual evidence from opinion in texts and audio, and write structured, concise biographies.									

⁷ CEFR Compatibility details are available in *Curriculum Design & Course Objectives* file