

Maincourse A1 – A2

Duration: Fall term:14 weeks + Spring Term 14 Weeks

1. Course Description:

This course is designed to develop students' effective communicative competence in English at a foundational level (A1-A2) to (B1) in accordance with the Common European Framework of Reference for Languages (CEFR) across various contexts, including daily life, work, travel, and social interactions. The course integrates grammar, vocabulary, pronunciation, and the four core skills (listening, reading, speaking, writing) to enable learners to function effectively in everyday social, academic, and professional contexts.

Students engage in structured communicative tasks, controlled writing activities, and guided speaking practices that gradually build accuracy and fluency. The course emphasizes practical language use, interaction, and real-life communication scenarios.

2. Course Objectives

The primary goal of this course is to transition students from fundamental level to a functional B1 level (CEFR).

The course aims to:

Develop students' ability to communicate in basic everyday situations.

Build foundational grammatical accuracy and lexical range.

Enable learners to understand and produce short spoken and written texts.

Improve pronunciation and listening comprehension for daily interactions.

Foster confidence in social communication, travel, shopping, and academic survival contexts.

Prepare learners for transition from A2 to independent B1-level performance.

3. Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

3.1. Listening

Identify the main idea and specific information in short, clear spoken texts.

Understand simple instructions, directions, and transactional conversations.

3.2. Reading

Identify main ideas and specific details in short texts (emails, blogs, advertisements, simple articles).

Recognize basic text structures and common discourse markers.

Locate specific information in simple texts that have a standardized format.

Preview a text to get an idea of what it is about.

Skim a text rapidly to get an idea of its content.

Skim a text rapidly to get an idea of its topic.

Understand the gist of short, simple texts.

Scan a text rapidly to find specific information.

Find the information that i need in a simple text.

Highlight and annotate parts of a text to identify the important information.

3.3. Speaking

Greet people, introduce themselves and others using appropriate expressions for starting and ending conversations.

Make social arrangements (such as planning to meet friends) and respond to invitations by either accepting or declining them.

Ask for and express opinions regarding films, music, books, and events, while learning how to politely agree or disagree with others.

Order a meal in a restaurant, talk to people in shops, pay at the till, return unsatisfactory goods, and make formal complaints.

Ask for information in public places, handle hotel check-in procedures, and give or follow directions both in a city and within complex buildings.

Discuss health and feelings, describe physical symptoms at a doctor's surgery, and both ask for and give advice regarding common life problems.

Discuss different jobs and requirements.

Express preferences, opinions, and basic future plans.

Make requests, invitations, and suggestions using appropriate forms.

Discuss study habits and educational backgrounds, talk about degree subjects, and describe academic achievements.

Manage conversations about money, discuss personal values and moral dilemmas, and construct hypotheses about various situations

3.4. Writing

Write invitations and respond to invitations.

Write short paragraphs about personal experiences, routines, and plans.

Produce personal emails, travel blogs, thank-you notes, book/film reviews, and short stories, using linking words and paragraphing effectively.

Identify main ideas and specific information in various texts, including advertisements, online forums, articles, and life stories.

Write short descriptive and narrative texts using appropriate linking devices.

Write job application emails, and make professional offers or suggestions.

Write brief statements about people whom they know.

Write a simple description of someone's family.

Add information to sentences using and, too, and also.

Write sentences containing numerical information.

Use adjectives to add information to my sentences.

Join sentences with "and" and "but".

Identify the text type that a text belongs to by looking at its layout and formatting.

Write a simple, informal e-mail to a friend

Give reasons to support statements that i make in writing.

3.5. Grammar & Language Use

Use structures to narrate past events (Past Simple, Continuous, and Perfect), discuss current routines (Present Simple/Continuous), and explain future plans (be going to, will) accurately.

They will be able to integrate obligations (must, have to), abilities (can, could), predictions (might, will), and the Passive Voice into their communication.

They will be able to apply the correct grammar for realistic future scenarios (First Conditional) and imaginary or unlikely situations (Second Conditional).

Use countable/uncountable nouns and quantifiers correctly.

4. Instructional Philosophy

The course is grounded in a **Communicative Language Teaching (CLT)** framework aligned with **CEFR A1–A2** descriptors. At this stage, instruction prioritizes functional communication, accuracy development, and confidence-building in predictable everyday contexts. The pedagogical approach is defined by:

- **Foundational Communicative Competence:** Grammar and vocabulary are introduced as practical tools for managing routine interactions such as introductions, shopping, travel, health, and daily life situations.

- **Structured Scaffolding (Guided Practice → Controlled Production → Freer Practice):** Learning progresses from highly supported tasks to short independent production, enabling learners to gradually build autonomy within safe linguistic boundaries.

- **High-Frequency Language Exposure:** Instruction focuses on high-utility vocabulary and core grammatical structures that allow students to function effectively in common communicative situations.

- **Interactive and Task-Supported Learning:** Pair work, role-plays, simulations, and short communicative tasks provide opportunities for meaningful language use in low-stress environments.

- **Accuracy-Oriented Development:** Particular emphasis is placed on pronunciation, sentence formation, and basic paragraph construction to establish a solid structural foundation for future progression.

- **Confidence Building and Positive Reinforcement:** Classroom practices are designed to reduce speaking anxiety and encourage risk-taking in language use, preparing learners for transition to independent B1-level performance.

5. CEFR Alignment Statement

This course aligns with CEFR A1–A2 descriptors and ensures measurable progression toward B1 level by developing learners’ ability to manage routine tasks, express personal information, and handle predictable communicative situations.

6. Course Materials

Doff, A., Thaine, C., Puchta, H., Stranks, J., & Lewis-Jones, P. (2022). *Cambridge English Empower A1: Student’s Book with Digital Pack* (2nd ed.). Cambridge University Press.

Doff, A., Thaine, C., Puchta, H., Stranks, J., & Lewis-Jones, P. (2022). *Cambridge English Empower A2 Elementary: Student’s Book with Digital Pack* (2nd ed.). Cambridge University Press.

Rogers & Zemach. *Skillful Foundation Reading & Writing* (3rd Edition). Macmillan Education

Dooley J., Evans V. (2004). *Grammarway 1*. Express Publishing

Maincourse B1

Duration:

1. Course Description:

This course develops students’ independent language use at CEFR B1 level. It focuses on expanding communicative range, improving grammatical control, and strengthening academic and professional communication skills.

Students engage in more extended speaking tasks, structured writing assignments, and integrated-skill activities designed to build fluency and coherence. Emphasis is placed on argumentation, narration, comparison, and practical problem-solving language use.

2. Course Objectives

The primary goal of this course is to develop students' foreign language capabilities to B1 level (CEFR).

The course aims to:

Strengthen students' ability to communicate independently in familiar and semi-formal contexts.

Develop structured paragraph writing and extended responses.

Improve listening comprehension for longer spoken discourse.

Expand lexical range related to education, work, travel, values, and culture.

Build grammatical complexity (conditionals, passive voice, reported speech).

Prepare learners for transition to B1+ and academic English expectations.

3. Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

3.1. Listening

Identify main arguments and supporting details in extended speech.

Understand discussions related to work, education, travel, and social issues.

3.2. Reading

Analyze main ideas and supporting details in semi-authentic texts.

Recognize writer stance and basic argumentative structure.

Interpret advertisements, blogs, reviews, and short academic-style texts.

Look at the title and layout of a text to get an idea of what type of text it is.

Understand the main ideas in short texts on topics of general interest.

Skim a simple text to find out what it is about.

Scan a simple factual text to find specific information.

Guess what a text is about by looking at the title, illustrations, and headings and relating them to things that I already know.

Identify problems and solutions in discursive text.

Identify facts and opinions in written texts.

Detect bias in the texts that they read.

Interpret charts and diagrams.

Scan a text rapidly to find numerical information.

Scan a text rapidly to proper names and numbers.

Identify reasons in written texts.

Identify the names of important figures and their achievements in historical texts.

Distinguish between facts and opinions in written texts.

Use pronoun reference to help me understand the connections between ideas in written text.

3.3. Speaking

Sustain conversations on familiar topics with reasonable fluency.

Express and justify opinions.

Make complaints and handle problem-solving interactions.

Describe past experiences using narrative sequencing.

Speculate about future and hypothetical situations.

3.4. Writing

Produce structured paragraphs and short essays.

Write travel blogs, reviews, job applications, complaint letters, and formal/informal emails.

Use linking devices to organize ideas coherently.

Support opinions with simple justification.

Write a simple description of a person.

Write a paragraph based on a topic sentence.

Join sentences to form a coherent paragraph.

Express and justify my opinions in writing.

Explain in writing the information in charts and diagrams.

Express reasons and causes in writing.

Write a summary of the key points of a written text.

Describe a sequence of past events in writing.

End a written text with an appropriate concluding sentence.

3.5. Grammar & Language Use

Accurately use past tenses (Past Simple, Continuous, Perfect).

Apply first and second conditionals appropriately.

Use passive voice in present and past forms.

Use reported speech and relative clauses.

Demonstrate control of modal verbs for obligation, advice, and prediction.

4. Instructional Philosophy

The course is grounded in a **Communicative and Task-Supported Language Teaching** framework aligned with **CEFR B1** standards. Instruction at this level emphasizes expanding communicative range, improving fluency, and developing structured written production. The pedagogical approach is defined by:

- **Integrated-Skills Instruction:** Grammar and vocabulary are presented as functional resources that support extended speaking and writing rather than isolated rule memorization.
- **Scaffolded Progression Toward Independence:** Tasks gradually move from guided production to semi-independent performance, encouraging learners to sustain conversations and produce structured paragraphs.
- **Meaning-Focused Communication:** Classroom interaction prioritizes expressing opinions, narrating experiences, making comparisons, and solving problems through authentic communicative tasks.
- **Genre-Aware Writing Development:** Students are introduced to structured paragraph writing and short essays (e.g., narratives, reviews, problem–solution texts), with attention to coherence and logical organization.
- **Strategic Skill Development:** Learners are trained in reading strategies (skimming, scanning, identifying main ideas) and listening for gist and detail in extended discourse.
- **Collaborative and Reflective Learning:** Pair and group work activities foster interactional competence, while guided feedback supports self-monitoring and improvement.
- **Preparation for Upper-Intermediate Transition:** Instruction prepares students for B1+ academic expectations by introducing conditionals, passive structures, and argument-supported writing in controlled contexts.

5. CEFR Alignment Statement

This course aligns with CEFR B1 descriptors and supports progression toward upper-intermediate (B1+) performance through increased fluency, structural complexity, and extended written production.

6. Course Materials

Doff, A., Thaine, C., Puchta, H., Stranks, J., & Lewis-Jones, P. (2022). *Cambridge English Empower B1 Pre-Intermediate: Student's Book with Digital Pack* (2nd ed.). Cambridge University Press.

Rogers & Zemach. *Skillful 1 Reading & Writing* (3rd Edition). Macmillan Education

Dooley J., Evans V. (2004). *Grammarway 2*. Express Publishing

Weekly Syllabus

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 1	Empower A1 Units 1 & 2 Skillful RW Foundation Unit 1 Grammarway 1 Unit 1	Proficiency Exam and Orientation				
		Verb to be Subject pronouns Possessive adjectives Plural nouns I have/you have, a/an Countable/Uncountable Nouns	Common adjectives, Countries and nationalities, Common objects, Numbers, names for subjects of study.	Meeting and greeting people, Introducing yourself and others	Practicing and writing simple sentences with correct punctuation and capitalization; planning and writing simple sentences about a classmate. Writing a short personal profile	Preparing to read texts by finding and analysing text parts.
<p>LEARNING OBJECTIVES</p> <ul style="list-style-type: none"> • By the end of the week, learners will be able to... <ul style="list-style-type: none"> ○ introduce themselves and others using be and subject pronouns. ○ ask and answer questions about name, country, job, and nationality. ○ use possessive adjectives correctly in simple sentences. ○ form and use plural nouns accurately. ○ use a/an with singular countable nouns. ○ ask and answer simple questions with have/has got (basic possession). ○ spell words using the English alphabet. ○ complete a simple form with personal information. ○ write a short personal profile (40–50 words). ○ understand the main idea of a short personal introduction text. 						

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 2	Empower A1 Units 3 & 4 Skillful RW Foundation Unit 2 Grammarway 1 Unit 2	Present Simple (affirmative & questions), Wh-questions, Adverbs of frequency	Food and drink Common verbs Names for family members, Eords and phrases to describe how often things happen.	Talking about likes and habits Talk about food and meals Talk about family Ordering food and drinks	Writing sentences without repeating words; planning and writing descriptive sentences about a classmate's family. Writing: a paragraph about daily routines	Previewing a text by thinking about its topic and searching for key text parts

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use the present simple (I/you/we/they) in positive and negative forms.
 - form Wh- questions in the present simple.
 - use adverbs of frequency correctly in sentences.
 - talk about daily routines and eating habits.
 - use vocabulary for food, meals, and family members.
 - order food and drinks in a simple café role-play.
 - understand the main ideas in a short text about routines or food.
 - describe their family using simple sentences.
 - write a short paragraph about their daily routine (40–50 words).
 - identify key information in short conversations about family or meals.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 3	Empower A1 Units 5 & 6 Skillful RW Foundation Unit 3 Grammarway 1 Unit 3	There is/there are, Prepositions of place, Present Simple (negative and question forms), Articles (a/an/the), Demonstrative adjectives and pronouns (this/that/these/those), The verb “have” to talk about possessions	Places in a town, Daily routine, Jobs, Prepositions of place, Names for classroom and college objects	Describing places and people Talk about Daily routines and habits Make and accept offers Asking for and giving directions	Writing sentences without repeating words; planning and writing descriptive sentences about a classmate's family. Writing: a paragraph about daily routines Writing: describing your town or family	Skimming to help understand the main idea of the text.

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use there is / there are in positive, negative and question forms.
 - use prepositions of place correctly.
 - describe places in a town using basic vocabulary.
 - ask for and give simple directions.
 - use the present simple (3rd person singular) accurately.
 - talk about daily routines and jobs.
 - make and accept simple offers.
 - write a short email describing their town.
 - understand the main idea of a short text about places or jobs.
 - exchange information about routines in pair work.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 4	Empower A1 Units 7 & 8 Skillful RW Foundation Unit 3 Grammarway 1 Units 4 & 5	Past simple:be, Past simple:positive, The verb “have got”, Can, Possessives (Possessive case, adjectives and pronouns)	Common objects, Clothes, Colours, Past time expressions, Free time activities	Talking about past events, Make and respond to suggestions	Learning to add information to sentences by using and, also, too, writing and sharing a description of a study space, Writing: a short text about a past experience	Skimming to help understand the main idea of the text.

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use the past simple of be (was/were) in positive, negative and questions.
 - use past simple (regular & common irregular verbs) in positive sentences.
 - use can to talk about ability.
 - use possessive 's and possessive pronouns correctly.
 - describe clothes and colours using appropriate vocabulary.
 - talk about past events using basic time expressions.
 - make and respond to simple suggestions.
 - role-play a shopping conversation.
 - write a short text about a past experience (40–60 words).
 - understand the main idea of a short story about past events.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 5	Empower A1 Units 9 & 10 Skillful RW Foundation Unit 4 Grammarway 1 Unit 6	Past simple:negative and questions Present Continuous	Numbers, Words to give more information about numbers, Transport, The seasons, Place phrases with prepositions, The home	Talk about travel and holiday experiences, Talk about past holidays, Make and respond to requests, Talk about your home, Ask where people are and what they're doing, Ask for travel information	Writing: a short message or email	Previewing and skimming to recognise the topic of the text and each paragraph

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - form past simple negative and question forms.
 - use the present continuous in positive sentences.
 - ask and answer questions about what people are doing.
 - talk about past holidays and travel experiences.
 - use vocabulary for transport and seasons.
 - make and respond to simple requests.
 - ask for travel information politely.
 - write a short message about a trip.
 - use sequencing expressions (First, Then, After that).
 - understand key details in short conversations about travel.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 6	Empower A1 Units 11 & 12 Skillful RW Foundation Unit 4 Grammarway 1 Units 7 & 8	Object pronouns, Can for ability, Be going to: The imperative, Quantifiers (Some/any/no)	Life events; years Abilities Months and future time expressions Ordinal numbers; The date Common verbs and collocations	Talk about people's life Talk about things you know how to do Talk about opinions Talk about future plans Ask and answer about future plans Make and accept invitations	Using numbers in the sentences; checking information and describing how much a family spends each month Write an invitation	

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use object pronouns correctly.
 - use can/can't to talk about ability.
 - use be going to for future plans (positive & negative).
 - ask and answer questions about future plans.
 - use some/any/no correctly in simple sentences.
 - talk about life events using years and dates.
 - express simple opinions.
 - make and accept invitations.
 - write a short invitation email.
 - understand the main ideas in short texts about future plans or abilities.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 7	Empower A1 Units 1 & 12 Skillful RW Foundation Unit 5 Grammarway 1 Unit 9	Review Assessment: Unit Progress Tests Articles and adjectives with nouns Present simple vs Present continuous	Review Assessment: Unit Progress Tests Collocations to talk about food, adjectives to make writing more interesting.	Speaking activities and role plays Speaking assessment	Writing assessment	Reading for gist to find general meaning in the texts.

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - review and use key grammar from Units 1–12 accurately.
 - distinguish between present simple and present continuous.
 - use articles and adjectives with nouns correctly.
 - participate in short role-plays using functional language.
 - write a short structured paragraph.
 - demonstrate listening comprehension in short conversations.
 - read for gist and identify the main idea of a text.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 8	MIDTERMS					

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 9	Empower A2 Units 1 & 2 Skillful RW Foundation Unit 5 Grammarway 1 Units 10 & 11	Be (positive, negative, and questions), Possessive adjectives, Question words. Present Simple (positive, negative, and questions), Quantifiers (a lot of, much, many, a little, few) Past Simple Be (was/were)	Countries and nationalities, numbers, the alphabet, colors, Jobs, study habits, and time.	Saying hello, introducing people, Talking about study habits, asking for things, and filling out a form.	Writing interesting sentences using adjectives; planning and writing a description of a restaurant, writing an online profile.	

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use the present simple accurately in positive, negative and questions.
 - use quantifiers (much, many, a lot of, a few, a little) correctly.
 - describe jobs and study habits.
 - ask for and respond to simple requests.
 - complete forms and online profiles.
 - use adjectives in correct word order.
 - identify the main ideas in short texts about jobs or study.
 - write a short online profile.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 10	Empower A2 Unit 3 Skillful RW Foundation Unit 6 Grammarway 1 Unit 12	Past simple (Regular/Irregular verbs), Position of adverbs of frequency and have got.	Daily routines, Common verbs, Technology Verb/noun collocations to talk about health, Words and phrases to talk about comparing actions	Making arrangements	Writing informal email invitations	Looking for information in texts quickly by scanning

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use past simple (regular & irregular) correctly.
 - use have got in positive, negative and question forms.
 - use adverbs of frequency correctly.
 - talk about routines and technology use.
 - make and respond to arrangements.
 - write an informal email invitation.
 - reply to an invitation.
 - understand main ideas in short texts about routines.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 11	Empower A2 Unit 4 Skillful RW Foundation Unit 6 Grammarway 1 Unit 14	Countable/Uncountable nouns and quantifiers (much, many, a lot of). Prepositions of time, place and movement	Food and cooking verbs	Ordering a meal in a restaurant	Joining sentences with “and” and “but”; Writing about two people’s health habits. Writing a cooking blog post	

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - distinguish between countable and uncountable nouns.
 - use much, many, a lot of correctly.
 - order food in a restaurant role-play.
 - use cooking vocabulary accurately.
 - join sentences with and / but.
 - write a short cooking blog post.
 - describe health habits.
 - understand main ideas in short food-related texts.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 12	Empower A2 Unit 5 Skillful RW Foundation Unit 7 Grammarway 1 Unit 13	There is / there are, Possessive pronouns and possessive 's. Simple Present and will to talk about schedules and plans in the future. Present Perfect Tense	Places in a city and furniture. Words for days, months and time, words and phrases to say how possible something is.	Giving and following directions, and describing a neighborhood		Identifying different text types to understand their aim

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use there is/there are accurately.
 - use possessive pronouns and possessive 's correctly.
 - use will and present forms for future plans.
 - give and follow directions.
 - describe a neighbourhood.
 - express simple opinions about technology.
 - link ideas with and, but, so.
 - write a short paragraph about their neighbourhood.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 13	Empower A2 Unit 6 Skillful RW Foundation Unit 7 Grammarway 1 Unit 13	Past Simple (be) and Past Simple positive (regular/irregular verbs). Past Simple vs Present Perfect	Family members, years, and dates	Leaving a voicemail message	Writing e-mails; planning and writing an e-mail message with an invitation to a conference. Writing a life story	

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use past simple accurately.
 - distinguish between past simple and present perfect (basic contrast).
 - talk about life events using dates and years.
 - describe childhood experiences.
 - leave a simple voicemail message.
 - write a short life story (80–100 words).
 - link past events using when, after, later.
 - understand main ideas in short biography texts.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 14	Empower A2 Unit 7 Skillful RW Foundation Unit 8 Grammarway 1 Unit 13	love/like/hate + -ing. like, would like and be like	Transport and transport adjectives Names for popular jobs, names for jobs and careers at colleges	Saying excuse me and I'm sorry	writing an email about yourself	Highlighting and annotating texts to choose information to remember

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use love/like/hate + -ing correctly.
 - use would like appropriately.
 - talk about transport preferences.
 - apologise and respond politely.
 - maintain short informal conversations.
 - write a self-introduction email.
 - use linking words (after, when, while).
 - understand main ideas in short travel texts.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading

WEEK 15	Empower A2 Unit 1-7 Skillful RW Foundation Unit 8 Grammarway 1 Unit 1-13	Review Assessment: Unit Progress Tests	Review Assessment: Unit Progress Tests	Speaking activities and role plays Speaking assessment	Supporting writing by giving reasons; writing a paragraph describing a job students would like to have	Reading assessment
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LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - review key grammar from A2 Units 1–7.
 - use comparative and superlative adjectives correctly.
 - describe weather and climate using appropriate vocabulary.
 - interpret simple graphs about temperature.
 - write a structured comparison paragraph.
 - participate in a speaking assessment discussion.
 - identify main ideas in short informational texts.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 16	FINAL EXAMS					

SPRING TERM

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 1	Empower A2 Unit 8 Skillful RW 1 Unit 1 Grammarway 1 Unit 1-13	A range of simple present tense structures to write descriptions can / can't, could / couldn't for ability and have to / don't have to General Tense Review	Changing adjectives into nouns to describe people's character, Sport and exercise, parts of the body, and appearance	Talking about health and feelings.	Using correct capitalization and end punctuation in the sentences; planning, writing and editing a paragraph describing a leader's character. Writing an article	Previewing a text to increase efficiency and comprehension, reading texts to find an understand main ideas.

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use can / can't / could / couldn't to talk about ability.

- use have to / don't have to to express obligation.
- talk about health and feelings using appropriate vocabulary.
- describe sports and exercise activities.
- express sympathy using common phrases.
- link ideas using however.
- write a short article about a free-time activity (80–100 words).
- identify the main ideas in short texts about health and exercise.
- participate in short conversations about abilities and routines

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 2	Empower A2 Unit 9 Skillful RW 1 Unit 2 Grammarway 1 Unit 15	The future (will, be going to, present continuous) Present Continuous and Present Simple vs. Present Continuous Determiners of quantity (how much, a little, plenty of, etc.)	Shopping, money, prices, and clothes Collocations with time	Choosing and paying for clothes	Writing a thank-you email Writing topic sentences for paragraphs to express main idea; brainstorming, composing, reviewing, and editing a paragraph explaining how well students manage their time.	Skimming texts to get a general idea of key content and organization; scanning texts to find important information quickly.

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - distinguish between present simple and present continuous.
 - use will, be going to, and present continuous to talk about future plans.
 - use vocabulary for shopping, clothes, and money accurately.
 - use determiners of quantity (e.g., a little, plenty of) correctly.
 - describe what people are wearing.
 - role-play buying clothes in a shop.
 - write a formal and informal thank-you email.
 - identify key details in short texts about shopping habits.
 - skim and scan texts for general and specific information.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 3	Empower A2 Unit 10 Skillful RW 1 Unit 3 Grammarway 1 Unit 16	Adjectives and Adverbs, Comparative and superlative adjectives, Present progressive tense in descriptions of trends and changes	IT collocations, High numbers, Words to describe changes	Asking for help	writing a post expressing an opinion	Making predictions about what students will read to connect their knowledge to new ideas

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use comparative and superlative adjectives accurately.

- use adjectives and adverbs correctly in sentences.
- use vocabulary related to technology and IT collocations.
- describe trends using the present continuous.
- ask for and give help using appropriate phrases.
- check understanding in conversation.
- write a short opinion post (100 words).
- link ideas using also, too, as well.
- identify the main ideas in short texts about technology.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 4	Empower A2 Unit 11 Skillful RW 1 Unit 3 Grammarway 1 Unit 18	Present Perfect and Present Perfect vs. Past Simple Modal Verbs	Irregular past participles and music	Asking for and expressing opinions	Joining sentences to write about contrasts, choices, or results; planning, composing, and sharing a paragraph describing changes in cities writing a film review	

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use the present perfect to talk about experiences.
 - distinguish between present perfect and past simple.
 - use irregular past participles correctly.
 - ask for and express opinions politely.
 - respond to opinions using short phrases.
 - describe films, music, and experiences using appropriate vocabulary.
 - write a short film review with clear structure.
 - understand main ideas in short conversations about entertainment.
 - link ideas using although and however.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 5	Empower A2 Unit 12 Skillful RW 1 Unit 4 Grammarway 1 Unit 17	be going to for future plans and should / shouldn't for advice; Questions and Question Tags	Geography and travel collocations, Words with positive and negative meanings	Checking in at a hotel	writing an email with travel advice	Reading texts to identify facts and opinions; reading texts to infer and identify author bias

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use be going to for future plans.
 - use should / shouldn't to give advice.

- use geography and travel collocations correctly.
- distinguish between facts and opinions in short texts.
- check in at a hotel using appropriate phrases.
- express surprise in conversation.
- return goods and make complaints politely.
- write an informal email giving travel advice.
- identify the author's purpose in a short text.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 6	Empower B1 Unit 1 Skillful RW 1 Unit 4 Grammarway 1 Unit 19	Infinitive, Gerund, too-enough Question forms, Present Simple, and Present Continuous	Common verbs and adverbs	Greeting people and ending conversations	A personal email correcting mistakes, Expressing and justifying opinions in writing; brainstorming, planning, and writing a paragraph explaining and justifying students' opinions about changes in culture.	

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use past simple and past continuous correctly.
 - pronounce regular past tense endings accurately.
 - use tourism-related vocabulary appropriately.
 - describe past travel experiences in detail.
 - differentiate between finished and ongoing past actions.
 - understand the main ideas in travel stories.
 - write a personal email about a holiday experience (120 words).
 - participate in discussions about travel experiences.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 7	Empower A2 Unit 2 Skillful RW 1 Unit 5 Grammarway 1 Unit 20	Both, Neither, None, General Review Past Simple and Past Continuous	Tourism and travel collocations, Food collocations	Asking for information in a public place	A travel blog using linking words	Reading charts and graphs in the text to understand visual information better; scanning a text for numbers to find information quickly

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use both, neither, and none correctly.
 - review past simple and past continuous forms.
 - use food and travel collocations accurately.
 - ask for information politely in public places.
 - write a short travel blog using linking words.
 - interpret basic information from charts and graphs.
 - demonstrate overall progress in speaking assessment tasks.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 8	MIDTERMS					

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 9	Empower B1 Units 3 & 4 Skillful RW 1 Unit 5 Grammarway 2 Units 1 & 2	Present Perfect with just, already, yet, for, and since, Future forms (Present Continuous, be going to, will, shall), Present Simple, Present Continuous, Past Simple and Used to.	Money and phrasal verbs related to money, Clothes, appearance, and adjectives for places,	Talking to people in shops and paying at the till, Making social arrangements	Writing an update email with correct paragraphing, Writing an invitation and a reply, Writing descriptions of information in the charts; planning, writing, and editing comparison paragraph about diets	

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use present perfect with just, already, yet, for, since accurately.
 - use future forms (will, going to, present continuous) appropriately.
 - use vocabulary related to money and shopping.
 - make and respond to social arrangements.
 - write an update email with correct paragraphing.
 - write and reply to invitations.
 - identify main ideas in texts about celebrations or generosity.
 - express opinions about spending and shopping habits.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading

WEEK 10	Empower B1 Units 5 & 6 Skillful RW 1 Unit 6 Grammarway 2 Units 3 & 4	must / have to / can (obligation and permission) and will / might for predictions. Imperatives, should, and uses of to + infinitive, Past Continuous Past Continuous vs Simple Past Present Perfect	Jobs and work-related collocations, Verbs with dependent prepositions and -ed/-ing adjectives Extreme adjectives	Making offers and suggestions, Asking for and giving advice	A job application and an email An email giving advice about a common problem	Scanning text for names to match them to key information; identifying reasons in texts.
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LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use must, have to, can for obligation and permission.
 - use will and might for predictions.
 - use should and imperatives to give advice.
 - use verbs with dependent prepositions accurately.
 - describe jobs using appropriate vocabulary.
 - write a job application email.
 - write an advice email with clear structure.
 - participate in conversations about work and problems.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 11	Empower B1 Units 7 & 8 Skillful RW 1 Unit 6 Grammarway 2 Unit 6	Relative Clauses, Comparatives and superlatives, and the use of used to, The Passive (Present and Past Simple) and Present Perfect with for and since	Health collocations and lifestyle changes, Art, music, and literature	Describing symptoms and relief at a doctor's surgery, Apologizing, making, and accepting excuses	A blog post about a change in life A book review with positive and negative comments Giving reasons in writing to support arguments; composing, sharing, and editing a text explaining reasons for exploring extreme places	

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use relative clauses correctly.
 - use used to to describe past habits.
 - use the passive voice (present and past simple) accurately.
 - use comparatives and superlatives correctly.
 - describe health changes and lifestyle habits.
 - apologise and make excuses politely.
 - write a blog post about a life change.
 - write a short book review with positive and negative comments.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 12	Empower B1 Units 9 & 10 Skillful RW 1 Unit 7 Grammarway 2 Units 9 & 12	Modal Verbs, First conditional and verb patterns (verb + -ing / verb + to + infinitive). Second conditional and quantifiers (too / not enough). Simple past tense in active and passive voice	Degree subjects and education collocations, Multi-word verbs and noun formation, Words that show sequences of events.	Calling people you don't know on the phone, Returning goods and making complaints	A personal profile, focusing on avoiding repetition, An apology email using formal and informal language	Identifying names and achievements in reading texts; summarizing information students find in texts

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use the first conditional correctly.
 - use the second conditional in simple contexts.
 - use verb patterns (verb + -ing / verb + to-infinitive) accurately.
 - use multi-word verbs in context.
 - return goods and make complaints politely.
 - use quantifiers (too / not enough) correctly.
 - write a personal profile avoiding repetition.
 - write an apology email using appropriate register.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 13	Empower B1 Unit 11 Skillful RW 1 Unit 5 Grammarway 2 Unit 15	Articles and defining relative clauses Conditionals / Wishes	Compound nouns and multi-word verbs with on	Asking for and giving directions in a building	A post for a website summarizing results, Describing a sequence of past events; brainstorming, composing, and editing a descriptive paragraph about a process of discovery	

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use articles (a, an, the, zero article) accurately.
 - use defining relative clauses correctly.
 - use basic conditionals and wishes appropriately.
 - use compound nouns and multi-word verbs accurately.
 - ask for and give directions inside a building.
 - write a short website post expressing an opinion.
 - describe a sequence of past events clearly.
 - identify the main ideas in short texts about inventions.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 14	Empower B1 Unit 12 Skillful RW 1 Unit 8 Grammarway 2 Unit 13	Past Perfect and reported speech The Passive Voice	Collocations related to work, Animals and personality adjectives	Agreeing and disagreeing	Writing a short story using past time linkers	Reading texts to distinguish facts from opinions; using pronoun references when reading to understand how the text is organized

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - use the past perfect in narratives.
 - use reported speech in statements.
 - use the passive voice accurately.
 - agree and disagree politely in discussions.
 - describe personality using appropriate adjectives.
 - write a short story using past time linkers.
 - distinguish between facts and opinions in reading texts.
 - use pronoun references correctly in writing.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 15	Empower B1 Units 1 & 12 Skillful RW 1 Unit 8 Grammarway 2 Unit 14	Reported Speech, General Review, Assessment: Unit Progress Tests	Review, Assessment: Unit Progress Tests	Speaking activities and role plays Speaking assessment	Writing effective concluding sentences to improve paragraphs; planning, writing, and editing a paragraph about a future prediction	Reading assessment

LEARNING OBJECTIVES

- By the end of the week, learners will be able to...
 - review key grammar from B1 units accurately.
 - use reported speech and present perfect forms correctly.
 - discuss work, technology, and personal experiences fluently.
 - make and respond to suggestions appropriately.
 - write an informal email giving news.
 - write a structured paragraph including a clear conclusion.
 - demonstrate progress in speaking assessment tasks.

Week	Parts to be covered	Grammar	Vocabulary	Listening & Speaking	Writing	Reading
WEEK 16	FINAL EXAMS					