

MAINCOURSE ELEMENTARY A1/A2

Fall Semester 2026–2027

Integrated English Language Syllabus

Maincourse & Academic Skills

1. Course Aim

This integrated course aims to develop learners' communicative competence within the CEFR A1–A2 proficiency range while simultaneously building foundational academic reading, writing, and critical thinking skills. Using English File Elementary Fifth Edition alongside Unlock Reading, Writing and Critical Thinking 1, the course supports learners in progressing from basic communication involving personal information and immediate needs towards more independent communication in predictable everyday situations and structured academic contexts.

Particular emphasis is placed on the systematic development of listening, speaking, reading, and writing skills, integrated with grammatical control, vocabulary expansion, pronunciation, and data literacy. Throughout the course, students are encouraged to use English meaningfully in personal, social, academic, and practical contexts.

2. Course Objectives (CEFR A1–A2)

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

Receptive Skills, Reading & Critical Thinking

- understand clear and relatively slow speech concerning familiar everyday topics, immediate needs, and thematic videos covering authentic global subjects;
- acquire essential reading techniques, including previewing texts, scanning for specific information, reading for main ideas and details, annotating texts, and skimming;
- locate specific information in practical texts, correspondence, menus, notices, and academic materials;
- develop analytical and data processing capabilities, such as collecting and categorizing information, classifying keywords, evaluating opinions, and synthesizing simple survey data;
- deduce vocabulary meaning from visual cues and textual context.

Spoken Production & Interaction

- participate in simple and routine conversations involving personal information, work, family, leisure, travel, and shopping;
- ask and answer questions and exchange straightforward factual information;
- describe people, places, routines, experiences, past events, plans, and preferences using simple connected language;
- use basic strategies for asking for clarification, maintaining interaction, and expressing opinions;
- pronounce familiar words and phrases with sufficient clarity, utilizing appropriate stress, rhythm, and linking patterns to improve intelligibility.

Written Production & Grammar

- use core A1–A2 grammatical structures (present/past/future tenses, modals, comparatives, count/uncountable nouns, determiners) with increasing accuracy;
- build structured writing proficiency, moving from simple sentences and basic punctuation to crafting compound sentences with conjunctions (and, but, because, so);
- write clear topic sentences, supporting details, and concluding sentences;
- produce functional real-world writing deliverables, including personal profiles, weather descriptions, formal emails, comparative analyses, and explanatory summaries;
- apply standard error correction marks to edit and refine written drafts.

3. Course Material

- **Maincoursebook:** English File Elementary Student's Book with Online Practice, Fifth Edition. Oxford University Press.
- **Reading & Writing Core Text:** Adams, K., Ostrowska, S., Thaine, C., Sowton, C. (2025). Unlock Reading, Writing and Critical Thinking Students' Book with Digital Pack 1 (3rd Ed.). Cambridge University Press and Assessment.
- **CEFR Reference:** Council of Europe. (2020). Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume. Council of Europe Publishing.

4. Method of Instruction

The course adopts a communicative, learner-centered, and task-based approach consistent with CEFR principles. Instruction follows an integrated-skills framework in which grammar, vocabulary, and pronunciation are treated as resources for meaningful communication rather than isolated knowledge components.

Classroom activities include:

- guided grammar discovery and controlled-to-communicative sentence drills;
- vocabulary development through thematic lexical sets, sorting activities, and classifying topics;
- listening activities and short video analyses based on everyday conversations and real-world global topics;
- active reading strategy practice (previewing, skimming, scanning, annotating, and identifying main ideas);
- pair and group interaction, including information-gap tasks and partner interviews;
- structured speaking practice, role-plays, and Practical English simulations;
- guided and structured writing tasks, drafting descriptive paragraphs, and peer-editing using standard correction marks;
- regular review, formative feedback, and skill consolidation blocks.

5. Assessment

Formal Examinations	Midterm Examination (Week 8) – 25% · Final Examination (Week 16) – 35%
Quizzes	Administered before midterm and final exams (%20)
Participation and Attendance and Assignments	20% – Evaluation of student engagement, preparation, and active contribution.

WEEKLY COURSE PLAN

16-Week Semester Plan | Maincourse & Academic Skills

WEEK 1 – COURSE INTRODUCTION, PLACEMENT & PROFICIENCY EXAMS	September 21–25
CORE CONTENT	Orientation & Diagnostic Assessment
READING & WRITING	Introduction to reading and writing course structure, academic expectations, and digital components.
GRAMMAR & VOCABULARY	Course orientation, assessment procedures, placement/proficiency examinations.
WEEKLY OBJECTIVES	• understand course expectations, attendance requirements, instructional procedures, and assessment criteria; • identify their current receptive and productive English-language proficiency through diagnostic assessment; • recognize individual strengths and areas requiring further development; • become familiar with the organization of the coursebook and digital resources.
WEEK 2 – UNIT 1 & PRACTICAL ENGLISH 1	September 28–October 2
CORE CONTENT	1A Hello, everybody (pp. 8–9); 1B A world of sport (pp. 10–11); 1C Open your books (pp. 12–13); Practical English 1: A new city (pp. 14–15); Writing Bank 1 (p. 115)
READING & WRITING	Unit 1: People – "Reading 1: A profile of a famous person" and the "Fishermen" video. Establishing linguistic foundations of personhood and basic social description.
GRAMMAR & VOCABULARY	verb be, subject pronouns, countries and nationalities, numbers, possessive adjectives, classroom language, alphabet, introductions, hotel check-in.
WEEKLY OBJECTIVES	• introduce themselves, exchange basic personal information, and check into a hotel; • preview a text to anticipate content and evaluate the effectiveness of previewing strategies; • recognize the use of Nouns, Verbs, and Subject Pronouns within a biographical profile; • collect information through observation and textual analysis; • understand key vocabulary and synthesize visual/textual data.
WEEK 3 – UNIT 2	October 5–9
CORE CONTENT	2A Your desk and you (pp. 16–17); 2B Made in the USA (pp. 18–19); 2C Don't worry. Be happy! (pp. 20–21); Writing Bank 2 (p. 116)
READING & WRITING	Unit 1: People – "Reading 2: A very tall man!" and the "Academic Writing Skill." Expanding descriptions through possessives and moving from isolated words to simple sentence structures.
GRAMMAR & VOCABULARY	Singular/plural nouns, everyday objects, prepositions in/on/under, adjectives, colours, modifiers, imperatives, let's, feelings.
WEEKLY OBJECTIVES	• distinguish and produce singular and plural noun forms, identifying everyday objects; • scan to find information and read for detail to build a profile; • recover the mastery of the Verb 'be' and Possessive Adjectives; • describe people, objects, and places using common adjectives and colours; • construct a coherent family profile that demonstrates accurate subject-verb agreement and the correct application of possessive descriptors; • express basic feelings, make simple suggestions using let's, and use imperatives appropriately.

WEEK 4 – UNIT 3 & PRACTICAL ENGLISH 2	October 12–16
CORE CONTENT	3A Great Britain? (pp. 24–25); 3B Goodbye to the office? (pp. 26–27); 3C Are you a 'dog person'? (pp. 28–29); Practical English 2: First weeks in London (pp. 30–31); Writing Bank 3 (p. 117)
READING & WRITING	Unit 2: Seasons – "Outdoor activities in winter" video and "Reading 1: An article about the weather in a city." Developing the ability to extract specific environmental data through scanning techniques.
GRAMMAR & VOCABULARY	Present simple affirmative/negative/questions, verb phrases, jobs, question formation, question words, buying coffee, telling the time.
WEEKLY OBJECTIVES	• describe everyday actions and routines using the present simple; • scan to find information and swiftly locate specific climatic data within a text; • identify the functional use of nouns and adjectives, categorizing information based on seasonal attributes; • ask and answer questions about occupations using appropriate word order and question words; • apply descriptive adjective-noun pairings to environmental contexts; • conduct a simple information interview, buy a drink/snack, and tell the time.

WEEK 5 – UNIT 4	October 19–23
CORE CONTENT	4A Who's that in the photo? (pp. 32–33); 4B Eat, sleep, repeat (pp. 34–35); 4C Blue Zones (pp. 36–37); Writing Bank 4 (p. 118)
READING & WRITING	Unit 2: Seasons – "Reading 2: Cuban climate and weather" and the "Writing Task." Applying punctuation and word order rules to create a professional weather report.
GRAMMAR & VOCABULARY	Possessive 's, Whose...?, family, prepositions of time/place/movement, daily routine, position of adverbs, frequency expressions, months.
WEEKLY OBJECTIVES	• identify family relationships and use possessive 's and Whose...? accurately; • read for details, perform previewing, and categorize information for structured reporting; • recognize prepositional phrases and word order (Subject-Verb-Adjective); • describe their daily routine using adverbs/expressions of frequency and prepositions of time; • produce a structured paragraph describing local weather, focusing on correct punctuation and capital letters.

WEEK 6 – UNIT 5 & PRACTICAL ENGLISH 3	October 26–30
CORE CONTENT	5A Sing me a song (pp. 40–41); 5B What a noise! (pp. 42–43); 5C I ♥ London (pp. 44–45); Practical English 3: The real London (pp. 46–47); Writing Bank 5 (p. 119)
READING & WRITING	Unit 3: Lifestyle – "Life on the Reloncaví Estuary" video and "Reading 1: Life under the midnight sun." Understanding the impact of geography on daily life through the Present Simple tense.
GRAMMAR & VOCABULARY	can/can't, abilities, present continuous vs present simple, noise/action verbs, weather and seasons, London, buying clothes.
WEEKLY OBJECTIVES	• express abilities and limitations using can/can't; • distinguish routine actions from actions in progress using the present simple and present continuous; • annotate a text to identify cultural nuances and choose relevant information for lifestyle analysis; • describe recurring events using the present simple and time-sensitive grammar; • understand simple descriptions of places and current activities, and manage a basic shopping interaction for clothes.

WEEK 7 – UNIT 6 & PRE-MIDTERM CONSOLIDATION	November 2–6
CORE CONTENT	6A A traditional story (pp. 48–49); 6B I don't like Mondays (pp. 50–51); 6C Making music (pp. 52–53); Writing Bank 6 (p. 120); Units 1–6 Consolidation
READING & WRITING	Unit 3: Lifestyle – "Reading 2: Student timetable" and the "Writing Task." Identifying core sentence components to improve academic clarity.
GRAMMAR & VOCABULARY	Object pronouns, storytelling vocabulary, like + -ing, ordinal numbers and dates, be/do revision, music, expressing opinions.
WEEKLY OBJECTIVES	• use object pronouns appropriately and express likes/dislikes using like + -ing; • read for main ideas and details, choosing relevant information from a schedule; • recognize parts of a sentence to distinguish between main ideas and supporting details; • understand and communicate dates using ordinal numbers; • draft a detailed written account of a peer's daily routine; • consolidate core grammar, vocabulary, and skills from Units 1–6.

WEEK 8 – MIDTERM EXAMINATION	November 9–13
CORE CONTENT	Formal Assessment Block
READING & WRITING	Formal assessment of integrated reading and writing skills.
GRAMMAR & VOCABULARY	
WEEKLY OBJECTIVES	• demonstrate developing A1–A2 communicative competence under formal assessment conditions; • understand familiar listening and reading texts; • apply core grammatical structures, vocabulary, and sentence construction rules accurately; • produce structured written responses clearly distinguishing main ideas from details.

WEEK 9 – UNIT 7 & PRACTICAL ENGLISH 4	November 16–20
CORE CONTENT	7A This is me (pp. 56–57); 7B Small mistake, big problem (pp. 58–59); 7C Happy New Year (pp. 60–61); Practical English 4: Ben's show (pp. 62–63); Writing Bank 7 (p. 121)
READING & WRITING	Unit 4: Places – "Cenotes in Mexico" video and "Reading 1: A holiday in New Zealand." Utilizing "There is/are" and noun phrases to define geographical locations.
GRAMMAR & VOCABULARY	Past simple be, regular and irregular past verbs, past-time expressions, word formation, go/have/get, asking the way and giving directions.
WEEKLY OBJECTIVES	• describe past states and narrate completed actions using the past simple; • read for main ideas, classifying topics and identifying key words in travel narratives; • apply correct article usage (a, an, the) and noun phrases with 'of' to unique landmarks; • organize past events using simple past-time expressions; • ask for and give straightforward directions.

WEEK 10 – UNIT 8	November 23–27
CORE CONTENT	8A A murder in the family (pp. 64–65); 8B A house with a history (pp. 66–67); 8C Do you believe in ghosts? (pp. 68–69); Writing Bank 8 (p. 122)
READING & WRITING	Unit 4: Places – "Reading 2: The Maldives" and the "Writing Task." Organizing national data into a structured academic paragraph format.
GRAMMAR & VOCABULARY	Past simple consolidation, irregular verbs, there is/are, some/any, house vocabulary, there was/were, prepositions of movement/place.
WEEKLY OBJECTIVES	• narrate a short sequence of past events and consolidate past-simple forms; • scan to find information and synthesize facts to classify geographical data; • describe places and past existence using there is/are and there was/were; • construct a fact-based paragraph about a country utilizing a strong topic sentence; • apply formal capitalization rules for cities, countries, nationalities, and geographical proper nouns.

WEEK 11 – UNIT 9 & PRACTICAL ENGLISH 5	November 30–December 4
CORE CONTENT	9A What's for dinner? (pp. 72–73); 9B White gold (pp. 74–75); 9C Quizzes and quizzers (pp. 76–77); Practical English 5: On Primrose Hill (pp. 78–79); Writing Bank 9 (p. 123)
READING & WRITING	Unit 5: Jobs – "Utah's Bingham mine" video and "Reading 1: find_my_job.com." Transitioning from general reading to specific information retrieval (Reading for Detail).
GRAMMAR & VOCABULARY	Countable/uncountable nouns, a/an, some/any, quantifiers, how much/how many, food and drink, containers, comparative adjectives, high numbers, restaurant communication.
WEEKLY OBJECTIVES	• distinguish countable and uncountable nouns, using appropriate quantifiers; • read for detail to extract specific job criteria from digital listings; • express professional obligations using "Must" and "Have to"; • identify adjective phrases and analyze opinions regarding career paths; • order food and interact appropriately in a restaurant setting; • compare people, objects, and places using comparative adjectives.

WEEK 12 – UNIT 10	December 7–11
CORE CONTENT	10A Top of the list (pp. 80–81); 10B In the footsteps of Marco Polo (pp. 82–83); 10C The cards don't lie (pp. 84–85); Writing Bank 10 (p. 124)
READING & WRITING	Unit 5: Jobs – "Reading 2: Job emails" and the "Writing Task." Synthesizing professional opinions and joining sentences for fluid correspondence.
GRAMMAR & VOCABULARY	Superlative adjectives, places and buildings, be going to for plans and predictions, future-time expressions, city holidays.
WEEKLY OBJECTIVES	• use superlative adjectives to describe and compare places; • preview and read for main ideas to analyze and evaluate different job perspectives; • discuss future plans and make predictions using be going to; • compose a professional email evaluating job options, using the pronoun "you" contextually; • maintain grammatical cohesion in correspondence by joining sentences with 'and' and 'but'.

WEEK 13 – UNIT 11 & PRACTICAL ENGLISH 6	December 14–18
CORE CONTENT	11A Culture shock (pp. 88–89); 11B It's on my list (pp. 90–91); 11C Download the app (pp. 92–93); Practical English 6: Good news, bad news (pp. 94–95); Writing Bank 11 (p. 125)
READING & WRITING	Unit 6: Homes and Buildings – "Living in Singapore" video and "Reading 1: Architect's world." Using visual cues to predict content and quantifying architectural differences.
GRAMMAR & VOCABULARY	Adverbs of manner and modifiers, common adverbs, verb + to + infinitive, definite article the/no the, phones and apps, public transport.

WEEKLY OBJECTIVES	• use common adverbs to describe how actions are performed; • predict thematic content using visuals and forecast the direction of architectural texts; • identify pronouns and adjectives to compare quantities and analyze architectural data; • discuss intentions, wants, and digital activities using common verb + to-infinitive combinations; • obtain and communicate straightforward public-transport information.
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WEEK 14 – UNIT 12 & COURSE COMPLETION	December 21–25
CORE CONTENT	12A It's a classic! (pp. 96–97); 12B Let's go out for dinner! (pp. 98–99); 12C National treasures (pp. 100–101); Writing Bank 12 (p. 126)
READING & WRITING	Unit 6: Homes and Buildings – "Reading 2: Airports" and the "Writing Task." Developing compound sentences to support academic comparisons and refining orthographic accuracy.
GRAMMAR & VOCABULARY	Present perfect, irregular past participles, present perfect vs past simple, irregular-verb consolidation, question-formation revision.
WEEKLY OBJECTIVES	• discuss basic life experiences using the present perfect and distinguish them from specific past events; • read for main ideas and details to analyze architectural data sets; • write a substantive comparison of two buildings using compound sentences with 'but'; • revise and apply basic English question-formation patterns; • employ supporting sentences, accurate details, and correct double-consonant spelling in written descriptions.

WEEK 15 – COMPREHENSIVE COURSE REVIEW	December 28–31
CORE CONTENT	Comprehensive Revision: Units 1–12
READING & WRITING	Unit 7: Food and Culture – "International baking competition" video and "Reading 1: Tea: A world history." Mastering skimming and note-taking skills to manage historical and culinary data.
GRAMMAR & VOCABULARY	Integrated revision of grammar, vocabulary, pronunciation, communicative functions, reading, listening, speaking, and writing.
WEEKLY OBJECTIVES	• consolidate core grammatical structures introduced throughout the semester; • skim texts and synthesize historical facts into concise notes; • recognize countable/uncountable nouns, applying determiners (a, an, some) and modal verbs (can/cannot) to culinary contexts; • generate ideas for cultural descriptions; • identify individual areas requiring further revision before the final examination.

WEEK 16 – FINAL EXAMINATION	January 4–8
CORE CONTENT	Final Assessment Block
READING & WRITING	Final proficiency evaluation of academic reading and writing skills.
GRAMMAR & VOCABULARY	
WEEKLY OBJECTIVES	• demonstrate CEFR A1/A2 receptive and productive language competence under formal examination conditions; • understand familiar spoken and written input appropriate to the Elementary level; • use the course's core vocabulary and grammatical structures appropriately; • produce simple, connected, and structurally accurate written language concerning familiar topics.