

KARADENİZ TECHNICAL UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
2025-2026 ACADEMIC YEAR – THIRD PERIOD
MODULE 1 SYLLABUS (A1-A2)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	WRITING	LISTENING	READING
WEEK 1 09 – 13 FEBRUARY 2026	FILE 1 1A Hello, everybody	-Verb be (+) subject pronouns: I, you, etc. (1A)	-Days of week, numbers 0-20 (1A)	- Vowel sounds, word stress (1A)	-Saying hello, saying goodbye(1A)		- Understanding names and recognizing places and numbers (1A)	
	FILE 1 1B A world of sport	- Verb be (-) and (?) (1B)	-Countries, numbers 21-100 (1B)	- /ə/ consonant sounds /tʃ/, /ʃ/, /dʒ/, word stress (1B))	- Saying where people are from. (1B)		- Understanding -teen and -ty numbers in conversations (1B)	
	FILE 1 1C Open your books	- Possessive adjectives: my, your, etc.(1C)	-Classroom language (1C)	- /əʊ/, /u:/, /ɑ:/, the alphabet, sentence stress (1C)	- Asking for and giving personal information (1C)	- Completing a form	- Understanding personal information (1C)	
	FILE 2 2A Your desk and you	- singular and plural nouns (2A)	- things, in, on, under (2A)	- final -s, -es (2A)	- saying where things are (2A)		-listening for details (2A)	
	FILE 2 2B Made in USA	- adjectives (2B)	- colours, adjectives, modifiers: very, really, quite (2B)	- long and short vowel sounds (2B)	- describing things; (2B)			- identifying paragraph headings (2B)

WEEK 1 09 – 13 FEBRUARY 2026	Practical English episode 1:	A New City (pg.14-15) - Check-in in a hotel - in a hotel (voc)	EXTENSION ACTIVITY	ASSIGNMENTS
	Revise and Check		English File Elementary Online Practice Teacher's Resource Centre File 1 Quick Test File 1 Test - Oxford Reader's Bookshelf-reader(s)	Workbook - File 1A / 1B / 1C /2A /2B Practical English episode 1 Can you remember ...? 1 Photocopiables -1A Grammar: verb be +, subject pronouns: I, you, etc. p.178 -1B Grammar: verb be – and? p.179 -1C Grammar: possessive adjectives: my, your, etc. p.180 - 2A Grammar: singular and plural nouns p. 181 - 2B Grammar: adjectives p.182
	TASKS AND NOTES SELF ACCESS: <ul style="list-style-type: none"> • Providing students with general orientation relating schedules and the period as a whole. • Providing students with necessary guidance related to 'how to be a good language learner' in general. 			
	LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL A1) By the end of the week(s), learners will be able to... <ul style="list-style-type: none"> • follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning. (1A) (1B) (1C) (2A) (2B) • understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly. (1A) (1B) (P.E.1) (2A) (2B) • follow in outline short, simple social exchanges, conducted very slowly and clearly. (1A) (P.E.1) (2A) • understand figures, prices and times given slowly and clearly in an announcement by loudspeaker, e.g. at a railway station or in a shop. (1A) • understand basic instructions on times, dates and numbers, etc., and on routine tasks and assignments to be carried out. (1A) • interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing and repair. (1A) (1B) (1C) (2A) • ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (1A) (1B) (1C) (2A) (2B) • make an introduction and use basic greeting and leave-taking expressions. (1A) • ask how people are and react to news. (1A) • produce simple, mainly isolated phrases about people and places. (1A) (1B) (P.E.1) (2A) (2B) • produce simple isolated phrases and sentences. (1A) (1B) (1C) (2A) (2B) • copy out single words and short texts presented in standard printed format. (1A) (1C) • get a very basic range of simple expressions about personal details and needs of a concrete type. (1A) (1B) (1C) (P.E.1) (2A) • get a basic vocabulary repertoire of words/signs and phrases related to particular concrete situations. (1A) (1B) (1C) (P.E.1) (2A) (2B) • show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (1A) (1B) (1C) (2A) (2B) • use some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say. (1A) (1B) 			

- control a narrow repertoire dealing with concrete, everyday needs. (1A) (2A)
- get the pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group. (1A) (1B) (1C) (2A) (2B)
- reproduce correctly a limited range of sounds as well as stress for simple, familiar words and phrases. (1A) (1B)
- write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in their oral vocabulary. (1A)
- make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident. (1A)
- follow a TV commercial or a trailer for or scene from a film, understanding what topic(s) are concerned, provided the images are a great help in understanding and the delivery is clear and relatively slow. (1B) (1C)
- understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. (1B) (P.E.1) (2B)
- get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (1B) (1C)
- use simple, everyday, polite forms of greeting and address. (1B)
- converse in simple language with peers, colleagues or members of a host family, asking questions and understanding answers relating to most routine matters. (1B)
- manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication. (1B) (1C) (P.E.1) (2A) (2B)
- understand instructions addressed carefully and slowly to him/her and follow short, simple directions. (1C)
- ask for or pass on personal details. (1C)
- fill in numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc., e.g. on a hotel registration form. (1C)
- spell their address, nationality and other personal details. (1C) (P.E.1)
- use simple words/signs to state how a work made them feel. (P.E.1)
- express their reactions to a work, reporting their feelings and ideas in simple language.
- get the pronunciation which is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time; a strong influence from the other language(s) they speak on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear. (P.E.1)
- use basic punctuation (e.g. full stops, question marks). (P.E.1)
- copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops, and set phrases used regularly. (P.E.1)
- establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc. (P.E.1)
- identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events. (2B)
- collaborate in simple, shared tasks, provided other participants articulate slowly and one or more people help them contribute and express their suggestions. (2B)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	WRITING	LISTENING	READING
WEEK 2 16-20 FEBRUARY 2026	FILE 2 2C Don't worry. Be happy	- Imperatives, let's (2C)	-Feelings (2C)	- Linking (2C)	- Saying how you feel (2C)	- Messages, notes, and notices (2C)	- Inferring mood; using visual clues to understand advice (2C)	- Following a story (2C)
	FILE 3 3A Great Britain?	- Present simple (+) and (-) (3A)	-Verb phrases, cook dinner, etc. (3A)	- Third person – s (3A)	- Giving reasons with why and because (3A)			- Identifying attitude (3A)
	FILE 3 3B Goodbye to the office?	- Present simple (?) (3B)	-Jobs (3B)	- ɜ:/ and /ə/ (3B)	- Talking about jobs and skills (3B)		- Understanding specific information (3B)	
	FILE 3 3C Are you a 'dog person'?	- Word order in question (3C)	- Question words (3C)	-Sentence stress (3C)	- Responding in a conversation, showing interest (3C)	- A personal profile	- Identifying who's who, understanding specific information (3C)	
	Practical English Episode 2:	First weeks in London (pg.30-31) - buying a coffee - telling the time (voc)				EXTENSION ACTIVITY		ASSIGNMENTS
	Revise and Check 1&2	pg.22-23				English File Elementary Online Practice Teacher's Resource Centre File 2 Quick Test File 3 Quick Test File 2 Test File 3 Test Oxford Reader's Bookshelf- reader(s)		Workbook File 2C / File 3A / 3B / 3C Practical English Episode 2 Can you remember ...? 1-3 Photocopiables - 2C Grammar: imperatives, let's p.183 - 3A Grammar: present simple + and – p.184 -3B Grammar: present simple +, and? p.185 -3C Grammar: word order in questions p.186
	TASKS AND NOTES SELF ACCESS: Providing students with the necessary information about how the tasks are going to be conducted (writing-speaking) and how they will be evaluated and graded.							

<p>WEEK 2</p> <p>16-20</p> <p>FEBRUARY 2026</p>	<p>LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL A1-A2)</p> <p>By the end of the week(s), learners will be able to...</p> <ul style="list-style-type: none"> ● follow language that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. (2C) (3A) (3B) (3C) (P.E.-2) ● understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly. (2C) (3A) (3B) (3C) (P.E.-2) ● follow in outline short, simple social exchanges, conducted very slowly and clearly. (2C) (3B) (3C) (P.E.-2) ● interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. (2C) ● get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support (3A) (3C) ● interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. (3C) (P.E.-2) ● ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topic. (3A) (3B) (3C) (P.E.-2) ● ask how people are and react to news. (2C) ● express how they are feeling, using very basic stock expressions. (2C) ● compose short, simple formulaic notes relating to matters in areas of immediate need. (2C) ● formulate short, simple notes and messages relating to matters in areas of immediate need. (2C) ● copy out single words and short texts presented in standard printed format. (2C) ● have a very basic range of simple expressions about personal details and needs of a concrete type. (2C) (3A) (3B) (3C) (P.E.-2) ● have a basic vocabulary repertoire of isolated words/signs and phrases related to particular concrete situations (2C) (3A) (3B) (3C) (P.E.-2) ● have pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (2C) (3A) (3B) (3C) ● reproduce correctly a limited range of sounds as well as stress for simple, familiar words and phrases. (2C) (3B) (3C) ● produce simple mainly isolated phrases about people and places. (2C) (3A) (3B) (3C) ● produce simple isolated phrases and sentences. (2C) (3A) (3B) (3C) ● produce a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. (3C) ● manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication. (2C) (3A) (3B) (3C) (P.E.-2) ● show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (2C) (3A) (3B) (3C) (P.E.-2) ● understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. (3A) (3B) ● deduce the meaning of an unknown word/sign for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject. (3A) ● exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly. (3A) (3B) ● express opinions in a limited way. (3A)(3B)
--	---

	<ul style="list-style-type: none"> ● contribute to an intercultural exchange, using simple words/signs to ask people to explain things and to get clarification of what they say, while exploiting a limited repertoire to express agreement, to invite, to thank, etc. (3A) ● manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication. (3A) (3B) (3C) ● reply in an interview to simple direct questions, put very slowly and clearly in direct, non-idiomatic language, about personal details. (3B) (3C) ● give very simple instructions to a co-operative group, given some help with formulation when necessary. (3B) ● ask and answer questions about themselves and other people, where they live, people they know, things they have. (3A) (3B) (3C) ● link words or groups of words with very basic linear connectors like 'and' or 'then'. (3A) (3C) ● write simple phrases and sentences about themselves and imaginary people, where they live and what they do. (3C) ● establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.(3C) (P.E.-2) ● use simple isolated words and non-verbal signals to show interest in an idea (3C) ● converse in simple language with peers, colleagues or members of a host family, asking questions and understanding answers relating to most routine matters. (3C) ● make and respond to invitations, suggestions and apologies. (3C) ● express how they are feeling, using very basic stock expressions. (3C) ● state what they like and dislike. (3C) ● ask people for things, and give people things. (P.E.-2) ● find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. (P.E.-2) ● act on basic instructions that involve times, locations, numbers, etc. (P.E.-2)
--	---

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	WRITING	LISTENING	READING
WEEK 3 23 – 27 FEBRUARY 2026	FILE 4 4A Who is that in the photo?	-Possessive 's, Whose ...? (4A)	-Family (4A)	- /ʌ/, the letter o (4A)	-Talking about friends and family (4A)		- Using visual clues to understand relationships between people (4A)	
	FILE 4 4B Eat, sleep, repeat	- Prepositions of time, place and movement (4B)	- Daily routine (4B)	- Linking (4B)	- Describing a typical day? (4B)	- An article	- Understanding daily habits (4B)	- Inferring feelings (4B)
	FILE 4 4C Blue Zones	- Positions of adverbs, expressions of frequency(4C)	- Months, adverbs, and expressions of frequency (4C)	- The letter h (4C)	- Relaying information in a short text (4C)		- Using visual clues to understand lifestyle choices (4C)	- Inferring information (4C)
	FILE 5 5A Sing me a song	- Can/ can't (5A)	- Verb phrases: buy a pizza, etc. (5A)	- Sentence stress (5A)	- Talking about abilities (5A)		- Focusing on practical information (5A)	
	FILE 5 5B What a noise	- Present continuous: be +, verb + -ing (5B)	- Noise: verbs and verb phrases (5B)	- /ŋ/ (5B)	- Talking about different aspects of topics; describing what people are doing (5B)		- Identifying a situation from context (5B)	

WEEK 3 23 – 27 FEBRUARY 2026	Practical English:		EXTENSION ACTIVITY	ASSIGNMENTS
	Revise and Check 3&4	<i>pg.38-39</i>	English File Elementary Online Practice Teacher's Resource Centre File 4 Quick Test File 4 Test Oxford Reader's Bookshelf-reader(s)	Workbook -File 4A / 4B / 4C / File 5A /5B Can you remember ...? 1-4 Photocopiables -4A Grammar: possessive 's, Whose...? p.187 -4B Grammar: prepositions of time, place, and movement p.188 -4C Grammar: adverbs and expressions of frequency p.189 -5A Grammar: can / can't p.190- 5B Grammar: presentcontinuous: be + verb + -ingp.181
	TASKS AND NOTES <ul style="list-style-type: none"> Writing Portfolio Task 1 (Week 3) SELF ACCESS: <ul style="list-style-type: none"> Providing students with feedback for their speaking performances for the in-class activities with the formative assessment tool for speaking. 			
	LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL A1- A2) By the end of the week(s), learners will be able to... <ul style="list-style-type: none"> understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. (4A) understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (4A) understand enough to manage simple, routine exchanges without undue effort; deal with practical everyday demands: finding out and passing on straightforward factual information. (4A) (5A) (5B) give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list. (4A) (4B) (4C) (5B) write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because". (4A) (5B) use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (4A) (4B) (4C) (5B) have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (4A) (4B) (4C) (5A) (5B) use some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say. (4A) (4B) (4C) (5A) (5B) control a narrow repertoire dealing with concrete everyday needs. (4A) (4B) (4C) (5A) (5B) have pronunciation which is generally clear enough to be understood but conversational partners will need to ask for repetition from time to time. A strong influence from the other language(s) they speak on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear. (4A) (4B) (4C) (5A) (5B) write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (4A) (4B) (4C) expand learned phrases through simple re-combinations of their elements. (4A) (4B) make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. (4A) (4C) (5B) construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. (4A) (4B) (4C) (5B) 			

- collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time. (4A)
- follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning. (4B) (4C) (5A) (5B)
- understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly. (4B) (4C) (5A) (5B)
- understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (4B)
- ask and answer questions about habits and routines. (4B)
- answer simple questions and respond to simple statements in an interview. (4B)
- produce a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. (4B)
- ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (4C)
- ask and answer questions about themselves and other people, where they live, people they know, things they have. (4C)
- ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (5A)
- follow in outline short, simple social exchanges, conducted very slowly and clearly. (5A) (5B)
- pick out and reproduce key words, phrases or short sentences from a short text within the limited competence and experience. (4B) (5B)
- relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (in Language A) on familiar subjects. (4B)
- have a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words/signs. (4B) (5A) (5B)
- produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. (4B) (4C)
- tell a story or describe something in a simple list of points. (4B)
- construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. (4B)
- make simple remarks and pose occasional questions to indicate that he/she is following. (4B)
- understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (4C)
- communicate in simple and routine tasks requiring a simple and direct exchange of information. (5A) (5B)
- ask what somebody thinks of a certain idea. (5A)
- adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (5A) (5B)
- ask and answer questions about pastimes and past activities. (5B)
- deal with practical everyday demands: finding out and passing on straightforward factual information. (5B)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	WRITING	LISTENING	READING
WEEK 4 02-06 MARCH 2026	FILE 5 5C I ♥ London	- Present simple or present continuous (5C)	-The weather and seasons (5C)	- Places in London (5C)	- Expressing preference, making a simple recommendation (5C)	- Posting on social media (5C)	- Using visual clues to understand the weather (5C)	- Finding specific information (5C)
	FILE 6 6A A traditional story	- Object pronouns: me, you, him, etc. (6A)	- Learning words from a story. (6A)	- /aɪ/, /ɪ/, and /i:/ (6A)	- Talking about reading habits, retelling a story (6A)		- Using visual clues to understand reading habits; using prediction to tune in to the end of a story (6A)	- Understanding a traditional story (6A)
	FILE 6 6B I don't like Mondays	- like + (verb + ing) (6B)	- Ordinal numbers, the date (6B)	- /ð/ and /θ/, saying the date (6B)	- Talking about favourite and least favourite times (6B)	- Contributing a personal comment (6B)	- Understanding ordinal numbers in context (6B)	- Understanding feelings and opinions (6B)
	FILE 6 6C Making music	- Revision: be or do? (6C)	- Music (6C)	- /j/, giving opinions (6C)	- Talking about musical tastes (6C)	- An informal email.	- Using visual clues to understand specific information (6C)	

WEEK 4 02-06 MARCH 2026	Practical English Episode 3:	The real London (pg.46-47) - buying clothes - clothes (voc)	EXTENSION ACTIVITY	ASSIGNMENTS
	Revise and Check 5&6	pg.54-55	English File Elementary Online Practice Teacher's Resource Centre Practical English Episode 3 File 5 Quick test File 6 Quick test File 5 Test File 6 Test Progress Test Files 1-6 Oxford Reader's Bookshelf-reader(s)	Workbook File 5C / File 6A / 6B /6C Practical English Episode 3 Can you remember...? 1-5 Photocopiables - 5C Grammar: present simple or present continuous? p.192 - 6A Grammar: object pronouns: me, you, him, etc. p.193 - 6B Grammar: like + (verb + -ing) p.194 - 6C Grammar: be or do? p.195
	TASKS AND NOTES SELF ACCESS: <ul style="list-style-type: none"> Providing students with the necessary information about the upcoming midterm exam by presenting them a sample one. Providing students feedback for the Writing Task I. 			
	LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL A1-A2) By the end of the week(s), learners will be able to... <ul style="list-style-type: none"> understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated. (5C) (P.E.-3) (6A) (6B) (6C) understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (5C) (6B) (6C) identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events. (5C) handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord, though they can be made to understand if the interlocutor will take the trouble. (5C) exchange opinions and compare things and people using simple language. (5C) (6C) understand enough to manage simple, routine exchanges without undue effort (5C) (6B) deal with practical everyday demands: finding out and passing on straightforward factual information. (5C) (6B) make short descriptive online postings about everyday matters, social activities and feelings, with simple key details. (5C) comment on other people's online postings, provided they are written/signed in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way. (5C) give a simple description or presentation of people, living or working conditions, daily routines, likes / dislikes etc. as a short series of simple phrases and sentences linked into a list. (5C) (6A) (6B) (6C) use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words/signs from the context. (P.E.-3) (6A) (6B) have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (5C) (P.E.-3) (6A) (6B) (6C) use some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say. (5C) (6A) (6B) (6C) control a narrow repertoire dealing with concrete everyday needs. (5C) (P.E.-3) (6A) (6B) (6C) 			

- have pronunciation which is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from the other language(s) they speak on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear. (5C) (P.E.-3) (6A) (6B) (6C)
- expand learned phrases through simple re-combinations of their elements. (5C) (6B)
- make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. (5C) (P.E.-3) (6A) (6B) (6C)
- convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest, provided these are expressed clearly in simple language. (P.E.-3)
- understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. (P.E.-3)
- understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (5C) (6A) (6B)
- answer simple questions and respond to simple statements in an interview. (6A) (6B) (6C)
- produce a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. (5C)
- pick out and reproduce key words, phrases or short sentences from a short text within the limited competence and experience. (6A) (6C)
- have a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words/signs. (5C) (P.E.-3) (6B) (6C)
- produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information; have a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations. (5C)
- follow in outline short, simple social exchanges, conducted very slowly and clearly. (P.E.-3)
- adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (5C) (6A) (6C)
- ask and answer questions about pastimes and past activities. (6B)
- use simple techniques to start, maintain, or end a short conversation and face-to-face conversations. (5C)
- recall and rehearse an appropriate set of phrases from his repertoire. (P.E.-3)
- handle very short social exchanges, using everyday polite forms of greeting and address; make and respond to invitations, apologies etc. (P.E.-3)
- make and respond to invitations, suggestions, apologies, etc. (P.E.-3)
- use simple techniques to start, maintain, or end a short conversation. (P.E.-3)
- initiate, maintain and close simple, face-to-face conversation. (P.E.-3)
- follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning. (6A)
- express their reactions to a work, reporting their feelings and ideas in simple language. (6B)
- state in simple language which aspects of a work especially interested them. (6B)
- state whether they liked a work or not and explain why in simple language. (6B)
- understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation, etc.) on familiar topics. (6C)
- generally identify the topic of discussion around them when it is conducted slowly and clearly. (6C)
- convey personal information of a routine nature, for example in a short e-mail or letter introducing themselves. (6C)
- copy short sentences on everyday subjects, e.g. directions on how to get somewhere. (6C)
- write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in their oral vocabulary. (6C)

	<ul style="list-style-type: none">• write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences (6C)• give very short, basic descriptions of events, past activities and personal experiences. (6C)
--	---

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	WRITING	LISTENING	READING
WEEK 5 09-13 MARCH 2026	FILE 7 7A This is me	-Past simple of be: was /were (7A)	-Word formation: write>writer (8A)	- sentence stress (7A)	- Talking about personal photos (7A)		- Using visual clues to understand a biographical documentary	- Understanding a life story (7A)
	FILE 7 7B Small mistake, big problem	- Past simple: regular verbs (7B)	- Past time expressions (8B)	- ed endings (7B)	- Describing the last time, you did something (7B)		- Understanding the sequence of events (7B)	- Using context to complete information in a blog (7B)
	FILE 7 7C Happy New Year?	- Past simple irregular verbs (7C)	- Go, have, get (7C)	- sentence stress (7C)	- Talking about a memorable event (7C)		- Understanding anecdote (7C)	- understanding detail in a short anecdote (7C)
	FILE 8 8A A murder in the family	- Past simple regular and irregular (8A)	- Irregular verbs (8A)	- Past simple: verbs (8A)	- Interviewing somebody about where they were (8A)		- Using body language to infer motive, note-taking (8A)	-understanding what happened when (8A)
	FILE 8 8B A house with a history	- There is/ there are, some, any (+) plural nouns (8B)	- The house (8B)	- /eə/ and /ɪə/ (B)	- describing a house or flat (8B)	- A diary entry	- Tuning in to help predict outcome (8B)	

WEEK 5 09-13 MARCH 2026	Practical English: Episode 4	Ben's show (pg. 62-63) - Asking the way - directions (voc)	EXTENSION ACTIVITY	ASSIGNMENTS
	Revise and Check		English File Elementary Online Practice Teacher's Resource Centre Check your progress File 7 File 7 Quick test File 7 test - Oxford Reader's Bookshelf-reader(s)	Workbook File 7A / 7B / 7C / File 8A /8B Practical English Episode 4 Can you remember ...? 1-7 Photocopiables - 7A Grammar: past simple of be: was / were p.196 - 7B Grammar: past simple: regular verbs p.197 - 7C Grammar: past simple: irregular verbs p.198 - 8A Grammar: past simple: regular and irregular verbs p.199 - 8B Grammar: there is / there are, some / any + plural nouns p.200
	TASKS AND NOTES <ul style="list-style-type: none"> MIDTERM EXAM SELF ACCESS: <ul style="list-style-type: none"> Providing students with feedback related to their performance on online activities. Providing students with feedback related to the online readers. 			
	LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL A2) By the end of the week(s), learners will be able to... <ul style="list-style-type: none"> understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (7A) (7B) (7C) (P.E-4) understand texts describing people, places, everyday life and culture, etc., provided they use simple language. (7A) (7B) (7C) (8A) exchange opinions and compare things and people using simple language. (7A) (7B) express opinions in a limited way. (7B) understand enough to manage simple, routine exchanges without undue effort. (7A) (7B) (8A) (8B) deal with practical everyday demands: finding out and passing on straightforward factual information. (7A) (7B) (8A) (8B) give a simple description or presentation of people, living or working conditions, daily routines. Likes / dislikes etc. as a short series of simple phrases and sentences linked into a list. (7A) (7B) (7C) (8A) (8B) use simple descriptive language to make brief statements about and compare objects and possessions. (7A) use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words/signs from the context. (7B) (7C) (8A) have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (7A) (7B) (7C) (P.E-4) (8B) use some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say. (7A) (7B) (7C) (8A) (8B) control a narrow repertoire dealing with concrete everyday needs. (7A) (7B) (7C) (P.E-4) (8B) 			

- have pronunciation which is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from the other language(s) they speak on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear. (7A) (7B) (7C) (P.E-4) (8A) (8B)
- copy short sentences on everyday subjects – e.g. directions how to get somewhere. (7A) (7C) (8B)
- write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (7A) (7C) (8B)
- expand learned phrases through simple re-combinations of their elements. (7A) (7B) (7C)
- make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. (7B) (P.E-4) (8A)
- understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (7B)
- understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (8B)
- pick out and reproduce key words, phrases or short sentences from a short text within the limited competence and experience. (7A) (7C) (8A) (8B)
- have a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words/signs. (7C) (8A) (8B)
- adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (7A) (7C) (P.E-4) (8A) (8B)
- ask and answer questions about pastimes and past activities. (7A) (7B)
- use simple techniques to start, maintain, or end a short conversation, can initiate, maintain and close simple, face-to-face conversations. (P.E-4)
- recall and rehearse an appropriate set of phrases from his repertoire. (8A) (8B)
- understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (7A) (7C) (8A)
- interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. (7C)
- manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (7C)
- make themselves understood in an interview and communicate ideas and information on familiar topics, provided they can ask for clarification occasionally, and are given some help to express what they want to. (7C) (8A) (8B)
- ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (7A)
- write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences. (7C) (8B)
- give very short, basic descriptions of events, past activities and personal experiences (7C)
- contribute to an intercultural exchange, using simple words/signs to ask people to explain things and to get clarification of what they say, while exploiting a limited repertoire to express agreement, to invite, to thank, etc.(7C)
- construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. (7C)
- understand short narratives and descriptions of someone's life composed in simple language. (7C)
- relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (in Language A) on familiar subjects. (8A)
- follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning.(P.E-4)(8A)(8B)

	<ul style="list-style-type: none"> • understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly. (P.E-4) (8A) (8B) • follow in outline short, simple social exchanges, conducted very slowly and clearly. (P.E-4) (8A) (8B) • get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. (P.E-4) • give and follow simple directions and instructions e.g. explain how to get somewhere. (P.E-4) • establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc. (P.E-4) • produce a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. (8B)
--	---

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	WRITING	LISTENING	READING
WEEK 6 16-20 MARCH 2026	FILE 8 8C Do you believe in ghosts?	- There was / there were (8C)	- Prepositions: movement and place (8C)	- Silent letters (8C)	- describing a room in detail (8C)		- Understanding the details in two similar stories, focusing on detail (8C)	- Reading for specific factual information (8C)
	FILE 9 9A What's for dinner?	- Countable / uncountable noun; a / an, some / any (9A)	- Food and drink (9A)	- The letters <i>ea</i> (9A)	- Talking about eating habits (9A)	- Describing a memorable meal (9A)	- Hypothesizing from photos to tune in to listening (9A)	
	FILE 9 9B White gold	- Quantifiers: how much / how many, a lot of, etc. (9B)	- Food containers (9B)	- /j/, and /s/ (9B)	- Speaking about quantity and frequency? (9B)			- Categorizing information (9B)
	FILE 9 9C Quizzes and quizzers	- Comparative adjectives (9C)	- High numbers (9C)	- /ə/, sentence stress(9C)	- Asking and answering quiz questions (9C)		- Understanding instructions, focusing on reasons (9C)	- Reading and remembering information (9C)

WEEK 6 16-20 MARCH 2026	Practical English: Episode 5	On Primrose Hill (pg.78-79) - Going out for dinner Voc. Understanding a menu	EXTENSION ACTIVITY	ASSIGNMENTS
	Revise and Check 7&8	pg.70-71	English File Elementary Online Practice Teacher's Resource Centre File 8 Quick test File 9 Quick test File 8 test File 9 test - Oxford Reader's Bookshelf-reader(s)	Workbook -File 8C / 9A / 9B/9C - Practical English 5 - Can you remember ...? 1-9 Photocopiables - 8C Grammar: there was / there were p. 201 - 9A Grammar: countable / uncountable nouns; a / an, some / any p.202 - 9B Grammar: quantifiers: how much / how many, a lot of, etc. p.203 -9C Grammar: comparativeadjectives p.204
	TASKS AND NOTES <ul style="list-style-type: none"> Writing Portfolio Task 2 (WEEK 6) SELF ACCESS: <ul style="list-style-type: none"> Providing students with feedback for their speaking performances for the in-class activities with the formative assessment tool for speaking. Providing students with necessary guidance and assistance related to how to do a 'speaking presentation' and helping them overcome social anxiety of speaking in front of the classroom. 			
	LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL A2) By the end of the week(s), learners will be able to... <ul style="list-style-type: none"> understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (8C) (9B) (9C) follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning. (8C) (9A) (9B) (9C) (P.E-5) recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly.) (9C) understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly. (8C) (9A) (P.E-5) follow in outline short, simple social exchanges, conducted very slowly and clearly. (9A) (P.E-5) write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (9A) generally identify the topic of discussion around them when it is conducted slowly and clearly. (8C) (9C) exchange opinions and compare things and people using simple language. (8C) (9C) agree and disagree with others. (9C) understand enough to manage simple, routine exchanges without undue effort. (8C) (9A) (9B) (9C) deal with practical everyday demands: finding out and passing on straightforward factual information. (8C) (9A) (9B) (9C) give a simple description or presentation of people, living or working conditions, daily routines. Likes / dislikes etc. as a short series of simple phrases and sentences linked into a list. (8C) (9A) (9B) use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (8C) (9B) (9C) (P.E.-5) 			

- have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (8C) (9A) (9B) (9C) (P.E.-5)
- use some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say. (8C) (9A) (9B) (9C)
- control a narrow repertoire dealing with concrete everyday needs. (8C) (9A) (9B) (9C) (P.E.-5)
- have pronunciation which is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from the other language(s) they speak on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear. (8C) (9A) (9B) (9C) (P.E.-5)
- expand learned phrases through simple re-combinations of their elements. (8C) (9B)
- make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident. (8C) (9A) (9B) (9C) (P.E.-5)
- pick out and reproduce key words, phrases or short sentences from a short text within the limited competence and experience. (8C) (9A) (9C)
- have a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words/signs. (8C) (9A) (9B) (9C) (P.E.-5)
- adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (8C) (9A) (9B) (P.E.-5)
- recall and rehearse an appropriate set of phrases from his repertoire. (9A) (P.E.-5)
- understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (8C) (9A) (9B) (9C) (P.E.-5)
- relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (in Language A) on familiar subjects. (9C)
- locate specific information in lists and isolate the information required (e.g. use the Yellow Pages to find a service or tradesman). (9C)
- write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. (9B)
- order a meal (P.E.-5)
- perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (P.E.-5)
- socialise simply but effectively using the simplest common expressions and following basic routines. (P.E.-5)
- handle very short social exchanges, using everyday polite forms of greeting and address. (P.E.-5)
- find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. (P.E.-5)
- make and respond to invitations, suggestions, apologies, etc. (P.E.-5)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	WRITING	LISTENING	READING
WEEK 7 23-27 MARCH 2026	FILE 10 10A Top of the list	-Superlative adjectives (10A)	- Places and buildings (10A)	- Consonant groups (10A)	- Giving tourist information (10A)	- An advert for your town		-Identifying paragraph endings from context (10A)
	FILE 10 10B In the footsteps of Marco Polo	- Be going to (plans); future time expressions (10B)	- City holidays (10B)	- Sentence stress (10B)	- Talking about future plans; planning a trip; making suggestions (10B)	- A formal email	- Using prior knowledge to predict stages, note-taking (10B)	- Using prior knowledge to predict content, note-taking (10B)
	FILE 10 10C The cards don't lie	- Be going to (predictions) (10C)	- Playing cards (10C)	- The letters ear (10C)	- Making predictions (10C)		- Understanding specific information, checking a prediction, using visual clues to check predictions (10C)	- Following the events in a story (10C)
	FILE 11 11A Culture shock	- Adverbs (manner and modifiers) (11A)	- Common adverbs (11A)	- Connected speech (11A)	- Talking about common behaviours (11A)		- Using visual clues to identify attitude (11A)	- Understanding opinions (11A)
	FILE 11 11B It's on my list	- Verb + to + infinitive (11B)	- More verb phrases (11B)	- Weak to, sentence stress (11B)	- Talking about dreams and ambitions (11B)	- A forum post	- Using visual clues to identify categories (11B)	- Completing information from context (11B)

WEEK 7 23-27 MARCH 2026	Practical English: Episode		EXTENSION ACTIVITY	ASSIGNMENTS
	Revise and Check 9&10	<i>(pg.86-87)</i>	English File Elementary Online Practice Teacher's Resource Centre File 10 Quick test File 10 Test - Oxford Reader's Bookshelf-reader(s)	Workbook - File 10A / 10B / 10C / File 11A /11B -Can you remember...? 1-10 Photocopiables -10A Grammar: superlative adjectives p.205 -10B Grammar: be going to (plans) p.206 -10C Grammar: be going to (predictions) p.207 -11A Grammar: adverbs (manner and modifiers) p.208 -11B Grammar: verbs + to + infinitive p.209
	TASKS AND NOTES <ul style="list-style-type: none"> • Speaking Presentation Week • MID-TERM MAKE-UP EXAM SELF ACCESS: <ul style="list-style-type: none"> • Providing students with the feedback of their performance on Writing Task II • Providing students with feedback related to their midterm exam performance with the exam analysis of their class. 			
	LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL A2) By the end of the week(s), learners will be able to... <ul style="list-style-type: none"> • understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (10A) (10B) (10C) (11A) • understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (10A) (10B) (10C) (11A) (11B) • discuss what to do in the evening or at the weekend. (10B) • make and respond to suggestions. Can agree and disagree with others. (10B) • discuss what to do, where to go and make arrangements to me (10B) • identify the main point of TV news items reporting events, accidents, etc. where the visuals support the commentary. (10C) (11A) (11B) • identify specific information in simpler material they encounter such as letters, brochures and short news articles describing events. (10C) • generally identify the topic of discussion around them when it is conducted slowly and clearly. (11A) • pick out the main information in short news reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. (10C) • exchange opinions and compare things and people using simple language. (10C) (11A) • express opinions in a limited way. (11A) • follow changes of topic of factual TV news items, and form an idea of the main content. (10C) • understand enough to manage simple, routine exchanges without undue effort(10A) (10B) (10C) • deal with practical everyday demands: finding out and passing on straightforward factual information. (10A) (10B) (10C) • compose basic formal e-mails/letters (e.g. to make a complaint and request action). (10B) • write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (10A) 			

- pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience. (10A) (10C)
- describe plans and arrangements, habits and routines, past activities and personal experiences. (10B)
- describe everyday aspects of their environment e.g. people, places, a job or study experience. (11A)
- give short, basic descriptions of events and activities. (11A)
- have a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words /signs (10A) (10B) (10C) (11A) (11B)
- have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (10A) (10B) (10C) (11A)
- use some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (10A) (10B) (10C) (11A) (11B)
- control a narrow repertoire dealing with concrete everyday needs. (10A) (10B) (10C) (11B)
- have pronunciation that is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from the other language(s) they speak on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear (10A) (10B) (10C) (11A) (11B)
- adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution (10A) (10B) (10C) (11A) (11B)
- make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident. (10A) (10B) (10C) (11A) (11B)
- give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list. (10B) (10C) (11A) (11B)
- produce a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. (10C) (11B)
- copy short sentences on everyday subjects – e.g. directions how to get somewhere (10B)
- write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (10B)
- expand learned phrases through simple recombination of their elements. (10B)
- contribute to an intercultural exchange, using simple words/signs to ask people to explain things and to get clarification of what they say, while exploiting a limited repertoire to express agreement, to invite, to thank, etc.(11A)
- find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are produced in simple language. (11B)
- use simple techniques to start, maintain or end a short conversation. (11B)
- initiate, maintain and close simple, face-to-face conversation. (11B)
- make short descriptive online postings about everyday matters, social activities and feelings, with simple key details. (11B)
- comment on other people's online postings, provided they are written/signed in simple language, reacting to embedded media by expressing feelings of surprise, interest and indifference in a simple way. (11B)
- collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided they can ask for repetition or reformulation from time to time. (11B)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	WRITING	LISTENING	READING
WEEK 8 30 MARCH- 03 APRIL 2026	FILE 11 11C Download the app	- Definite article: the or no the (11C)	- Phones and apps (11C)	- the (11C)	- Talking about phone use; expressing opinions (11C)		- Understanding habits and preferences (11C)	- Identifying paragraph topics (11C)
	FILE 12 12A It's a classic!	- Present perfect (12A)	- Irregular past participles (12A)	- Sentence stress (12A)	- Talking about films, books, and TV (12A)		- Understanding topic questions, note-taking(12A)	
	FILE 12 12B Let's go out for dinner!	- Present perfect or past simple? (12B)	- Learning irregular verbs (12B)	- Irregular past participles (12B)	- Talking about things you have done, using follow-up questions (12B)		- Identifying specific information (12B)	
	FILE 12 12C National treasures	- Revision: question formation (12C)			- Talking about lifestyle, abilities, preferences, and experiences (12C)	- A biography	- Using visual clues to understand a biopic (12C)	- Identifying topics in longer texts (12C)

WEEK 8 30 MARCH-03 APRIL 2026	Practical English: Episode 6	Good news, bad news (pg.94-95) - Using public transport - Public transport (Voc)	EXTENSION ACTIVITY	ASSIGNMENTS
	Revise and Check 11&12	pg.102-103	English File Elementary Online Practice Teacher's Resource Centre File 11 Quick test File 12 Quick test File 11 Test File 12 Test Progress Test Files 7-12 End of course Test - Oxford Reader's Bookshelf-reader(s)	Workbook File 11C / File 12A / 12B/12C - Practical English 6 - Can you remember ...? 1-12 Photocopiables - 11C Grammar: adverbs (manner and modifiers) p. 210 - 12A Grammar: present perfect p.211 - 12B Grammar: Present perfect or past simple. p.212 -12C Grammar: revision: question formation p.213
	TASKS AND NOTES SELF ACCESS <ul style="list-style-type: none"> Providing students with the feedback of their performance in 'speaking presentations'. Providing students with the necessary information and guidance for upcoming EMT exams. 			
	LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL A2) By the end of the week(s), learners will be able to... <ul style="list-style-type: none"> understand enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly. (11C) generally identify the topic of discussion around them when it is conducted slowly and clearly. (11C) (12A) exchange opinions and compare things and people using simple language. (12A) (12B) exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly. (12B) understand enough to manage simple, routine exchanges without undue effort. (12B) deal with practical everyday demands: finding out and passing on straightforward factual information. (12B) pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience. (12B) (12C) ask and answer questions about habits and routines. (12A) ask and answer questions about what they do at work and in their free time. (12A) describe plans and arrangements, habits and routines, past activities and personal experiences. (12A) use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words/signs from the context. (12A) (12C) recognise when people agree and disagree in a conversation conducted slowly and clearly. (11C) follow in outline short, simple social exchanges, conducted very slowly and clearly. (11C) (P.E.-6) (12A) (12B) understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (11C) (P.E.-6) (12C) follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning. (P.E.-6) (12A) understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly. (P.E.-6) (12A) deal with common aspects of everyday living such as travel, lodging, eating and shopping. (P.E.-6) 			

- get simple information about travel, use public transport (e.g. buses, trains, taxis), ask and give directions, and buy tickets. (P.E.-6)
- give and receive information about quantities, numbers, prices, etc. (P.E.-6)
- discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. (11C)
- answer simple questions and respond to simple statements in an interview(11C)
- interpret and describe (in Language B) simple visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A), even though pauses, false starts and reformulation may be very evident(11C)
- give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list (12C)
- have a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words/signs. (11C) (P.E.-6) (12B) (12C)
- have sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (11C) (P.E.-6) (12A) (12B)
- use some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say. (11C) (12A) (12B) (12C)
- control a narrow repertoire dealing with concrete everyday needs. (11C) (P.E.-6) (12A) (12B)
- have pronunciation that is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from the other language(s) they speak on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear. (11C) (P.E.-6) (12A)
- communicate what they want to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations they generally have to compromise the message. (11C) (12C)
- understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (12A) (12B) (12C)
- interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. (P.E.-6)
- manage simple, routine exchanges without undue effort (P.E.-6)
- ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (P.E.-6)
- recall and rehearse an appropriate set of phrases from his repertoire. (P.E.-6) (12B)
- copy short sentences on everyday subjects – e.g. directions how to get somewhere (12B)
- write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary (12B)
- handle very short social exchanges, using everyday polite forms of greeting and address (P.E.-6)
- make and respond to invitations, apologies etc. (P.E.-6)
- adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (P.E.-6) (12A) (12B) (12C)
- use simple techniques to start, maintain, or end a short conversation; initiate (P.E.-6)
- maintain and close simple, face-to-face conversation. (P.E.-6)
- make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident. (P.E.-6) (12A) (12B) (12C)
- produce a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. (12C)
- describe everyday aspects of their environment e.g. people, places, a job or study experience in linked sentences. (12C)
- give very short, basic descriptions of events, past activities and personal experiences. (12C)
- create short, simple imaginary biographies and simple poems about people. (12C)
- express their reactions to a work, reporting their feelings and ideas in simple language. (12C)

	<ul style="list-style-type: none"> • state in simple language which aspects of a work especially interested them. (12C) • communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time(12A) (12C)
WEEK 9 06-10 APRIL 2026	REVISION WEEK
	TASKS AND NOTES <ul style="list-style-type: none"> • MODULE 1 EMT (End of Module Test) • Reader Certificate Submission • Writing Portfolio Submission • Assignments (Workbook & Extra Materials) Submission • Completion of the English File Online Activities SELF ACCESS:
	COURSE MATERIALS English File Elementary Student's Book Fifth Edition English File Elementary Workbook Fifth Edition English File Elementary Teacher's Guide Fifth Edition

