

KARADENİZ TECHNICAL UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
2024-2025 ACADEMIC YEAR – FOURTH PERIOD
MODULE 1 SYLLABUS (A1-A2)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
Week 1 21 – 25 APRIL 2025	FILE 1 1A Welcome to the Class	-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 umbers (1A)	
	FILE 1 1B One World	- Verb be (-) and (?) (1B)	-Countries, numbers 21-100 (1B)	- /ə/ consonant sounds /tʃ/, /ʃ/, /dʒ/, word stress (1B))	-Where are you from? Where is it from? Where are they from? (1B)	- Where are you from? Where is it from? Where are they from? numbers (1B)	
	FILE 1 1C What's your email?	- Possessive adjectives: my, your, etc.(1C)	-Classroom language (1C)	- /əʊ/, /u:/, /ɑ:/, the alphabet, sentence stress (1C)	-giving personal information (1C)	- classroom language, understanding personal information (1C)	-classroom language, understanding (1C)
	FILE 2 2 A Are you Tidy or Untidy?	- 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 America	- adjectives (2B)	- colours, adjectives, modifiers: very,	- long and short vowel sounds (2B)	- describing things; the same or different (2B)		- identifying paragraph headings (2B)



			really, quite (2B)				
Week 1 21 – 25 APRIL 2025	Practical English episode 1:	Arriving in London (pg.12-13) - Check-in in a hotel - in a hotel (voc)			EXTENSION ACTIVITY		ASSIGNMENTS
	Revise and Check	TASKS AND NOTES			English File Elementary Online Practice -File 1A/ 1B/ 1C/ File 2A /2B Practical English Episode 1 Check your progress: File 1 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 p.168 -1B Grammar: verb be – and? p.169 -1C Grammar: possessive adjectives: my, your, etc. p.170 - 2B Grammar: adjectives p.172
	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 speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. (1A) (1B) (1C) (P.E.-1) (2A) (2B) interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, 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 topic. (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) get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (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) produce simple mainly isolated phrases about people and places. (1A) (1B) (1C) (P.E.-1) (2A) (2B) write simple isolated phrases and sentences. (1A) (1B) (2A) (2B) copy out single words and short texts presented in standard printed format. (1A) (1C) copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. (1A) (P.E.-1) spell his/her address, nationality and other personal details. (1A) (P.E.-1) 			

- manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication. (1A) (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 in written form. (1C)
- use very basic range of simple expressions about personal details and needs of a concrete type. (1A) (1B) (1C) (P.E.-1) (2A)
- have a basic vocabulary repertoire of isolated words 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) (P.E.-1) (2A) (2B)
- 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 (1A) (1B) (1C) (2A) (2B)
- invite others' contributions to very simple tasks using short, simple phrases; indicate that he/she understands and ask whether others understand. (P.E.-1)
- convey simple, predictable information given in short, very simple signs and notices, posters and programmes (2A) (2B)
- 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)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
Week 2 28 APRIL – 2 MAY 2025	FILE 2 2C Slow Down	- imperatives, let's (2C)	-feelings (2C)	- linking (2C)	- what's the matter? (2C)		-classroom language, understanding personal information (1C)
	FILE 3 3A Britain: the good and the bad	- present simple (+) and (-) (3A)	-verb phrases, cook dinner, etc. (3A)	- third person –s (3A)	- things I like and I don't like about my country (3A)		- identifying attitude (3A)
	FILE 3 3B 9 to 5	- present simple (?) (3B)	-jobs (3B)	- ɜ:/ and /ə/ (3B)	- guess the job (3B)	- understanding specific information (3B)	
	FILE 3 3C Love me, love my dog	- word order in question (3C)	- question words (3C)	-sentence stress (3C)	- getting to know somebody (3C)	- identifying who's who (3C)	

	Practical English Episode 2:	Coffee to take way (pg.28-29) - buying a coffee - telling the time (voc)	EXTENSION ACTIVITY	ASSIGNMENTS
	Revise and Check 1&2	pg.20-21	English File Elementary Online Practice File 2C/ File 3A/ 3B/3C/ Practical English Episode 2 Check your progress File 2 Check your progress File 3 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.173 - 3A Grammar: present simple + and – p.174 -3B -3B Grammar: present simple +, and? p.175 -3C Grammar: word order in questions p.176
	TASKS AND NOTES			
	SELF ACCESS:	<ul style="list-style-type: none"> 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. 		
Week 2 28 APRIL – 2 MAY 2025	LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL A1)			
	<p>By the end of the week(s), learners will be able to...</p> <ul style="list-style-type: none"> follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. (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. (2C) (3A) (3B) get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support (3A)(3C)(P.E.-2) 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) 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 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) produce simple mainly isolated phrases about people and places. (2C) (3A) (3B) (3C) (P.E.-2) write simple isolated phrases and sentences. (2C) (3A) (3B) (3C) 			

- manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, 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) (3C) (P.E.-2)
- invite others' contributions to very simple tasks using short, simple phrases; indicate that he/she understands and ask whether others understand (2C) (3A) (3B) (3C) (P.E.-2)
- 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)
- understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions; ask people for things, and give people things. (P.E.-2)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
Week 3 5 – 9 MAY 2025	FILE 4 4A Family Photos	-possessive 's, Whose ..? (4A)	-family (4A)	- /ʌ/, the letter o (4A)	-talking about family (4A)	-identifying the main /supporting information (4A)	
	FILE 4 4B From morning to night	- Prepositions of time (at, in, on) and place (at, in, to) (4B)	-daily routine (4B)	- linking (4B)	-A typical weekend? (4B)	- inferring feelings (4B)	-understanding specific information (4B)
	FILE 4 4C Blue Zones	- Positions of adverbs, expressions of frequency(4C)	-months, adverbs, and expressions of frequency (4C)	- the letter h (4C)	-retelling the main information in a short text (4C)	- listening for detail (4C)	- inferring information (4C)
	FILE 5 5A Vote for me!	- can/ can't (5A)	- verb phrases: buy a newspaper, etc. (5A)	- sentence stress (5A)	- talking about abilities (5A)	-focusing on practical information (5A)	



	FILE 5 5B A quiet life	- present continuous: be +, verb + - ing (5B)	- noise: verbs and verb phrases (5B)	- /ŋ/ (5B)	- spot the difference (5B)	- identifying a situation from context (5B)	
Week 3 5 – 9 MAY 2025	Practical English:				EXTENSION ACTIVITY		ASSIGNMENTS
	Revise and Check 3&4	pg.36-37			English File Elementary Online Practice		Workbook
	TASKS AND NOTES				Teacher's Resource Centre		Photocopiables
	SELF ACCESS:				Oxford Reader's Bookshelf-reader(s)		
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 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) (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) 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. (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 despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (4A) (4B) (4C) (5A) (5B)
- copy short sentences on everyday subjects – e.g. directions how to get somewhere; write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (4A) (4B)
- 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)
- understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; 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. (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)
- write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. (4B)
- pick out and reproduce key words, phrases or short sentences from a short text within the limited competence and experience. (4B) (5B)
- 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. (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)
- 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)
- make him/herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to (4C)
- use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. (4C)
- have a limited repertoire of short memorised phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations. (4C)
- convey the main point(s) contained in clearly structured, short, simple spoken and written texts, supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so. (4C)

	<ul style="list-style-type: none"> generally identify the topic of discussion around her that is conducted slowly and clearly. (5A) communicate in simple and routine tasks requiring a simple and direct exchange of information. (5A) (5B) adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (5A) (5B) communicate the main point of what is said in predictable, everyday situations, conveying back and forth information about personal wants and needs, provided that the speakers help with formulation. (5A) ask and answer questions about pastimes and past activities. (5B) report in simple sentences the information contained in clearly structured, short, simple texts that have illustrations or tables. (5B) 						
WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
Week 4 12-16 MAY 2025	FILE 5 5C A city for all seasons	- present simple or present continuous (5C)	-the weather and seasons (5C)	- places in London (5C)	- the weather and seasons; what to do in London (5C)	- the weather and seasons (5C)	- reading specific information (5C)
	FILE 6 6A A North African Story	- object pronouns: me, you, him, etc. (6A)	-make a story. (6A)	- /aɪ/, /ɪ/, and /i:/ (6A)	- reading habits, retelling a story (6A)	- checking predictions (6A)	- understanding a traditional story (6A)
	FILE 6 6B The third Friday in June	- like+ (verb+ing) (6B)	-the date, ordinal numbers (6B)	- /ð/ and /θ/, saying the date (6B)	- favourite times (6B)	- understanding dates (6B)	- understanding feelings and opinions (6B)
	FILE 6 6C Making Music	- revision: be or do? (6C)	- music (6C)	- /j/, giving opinions (6C)	- music questionnaire; giving opinions (6C)	- understanding specific information (6C)	



Week 4 12-16 MAY 2025	Practical English Episode 3:	In a clothes shop (pg.44-45) - buying clothes - clothes (voc)	EXTENSION ACTIVITY	ASSIGNMENTS
	Revise and Check 5&6	pg.52-53	English File Elementary Online Practice File 5C/ File 6A/ 6B/ 6C Practical English Episode 3 Check your progress File 5 Check your progress File 6 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.182 - 6A Grammar: object pronouns: me, you, him, etc. p.183 - 6B Grammar: like + (verb + -ing) p.184 - 6C Grammar: be or do? p.185
	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. • Proving students feedback for the Writing Task I. 	
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 very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. • understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (5C) (6B) (6C) • understand enough to manage simple, routine exchanges without undue effort; deal with practical everyday demands: finding out and passing on straightforward factual information. (5C) (6B) • 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 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) (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) (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 despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (5C) (P.E.-3) (6A) (6B) (6C)
- copy short sentences on everyday subjects – e.g. directions how to get somewhere; write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (6C)
- expand learned phrases through simple re-combinations of their elements. (5C) (6A) (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)
- 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. (5C) (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) (6A)
- 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 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) (6C)
- write 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) (6B) (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. (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)
- adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (5C) (6A) (6B) (6C)
- ask and answer questions about pastimes and past activities. (6B)
- use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc. (6A)
- identify specific information in simpler written material he/she encounters such as letters or short newspaper articles describing events.(5C)
- use simple techniques to start, maintain, or end a short conversation and face-to-face conversations. (5C) (P.E.-3)
- 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)
- identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that are written in high frequency everyday language. (6A) (6A)
- collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions (6B) (6B)



WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
	<ul style="list-style-type: none"> understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics. (6C) ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.(6C) write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences; write very short, basic descriptions of events, past activities and personal experiences.(6C) 						
Week 5 20-23 MAY 2025	FILE 7 7A Selfies	-past simple of be: was /were (7A)	-word formation: write>writer (8A)	- sentence stress (7A)	-selfies and photos (7A)		-understanding the order of life events (7A)
	FILE 7 7B Wrong name, wrong place	- past simple: regular verbs (7B)	-past time expressions (8B)	- ed endings (7B)	-did you..?; when was the last time? (7B)	- checking predictions, understanding the sequence of events (7B)	- checking predictions (7B)
	FILE 7 7C Happy new year?	- past simple irregular verbs (7C)	-go, have, get (7C)	- sentence stress (7C)	-a memorable night (7C)	- understanding extra information (7C)	- understanding gist and detail (7C)
	FILE 8 8A A murder mystery	- past simple regular and irregular (8A)	- irregular verbs (8A)	- past simple: verbs (8A)	- police interview (8A)	-taking notes and comparing information (8A)	-understanding events in a story (8A)
	FILE 8 8B A house with a mystery	- there is/ there are, some, any (+) plural nouns (8B)	- the house (8B)	- /eə/ and /iə/ (B)	- describing a house (8B)	- using evidence to predict outcome (8B)	



Week 5 20-23 MAY 2025	Practical English: Episode 4	Getting lost (pg. 60-61) - Asking the way - directions (voc)	EXTENSION ACTIVITY	ASSIGNMENTS
	Revise and Check		English File Elementary Online Practice File 7A/ 7B/ 7C/ File 8A /8B Practical English Episode 4 Check your progress File 7 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.186 - 7B Grammar: past simple: regular verbs p.187 - 7C Grammar: past simple: irregular verbs p.188 - 8A Grammar: past simple: regular and irregular verbs p.189 - 8B Grammar: there is / there are, some / any + plural nouns p.190
	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 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 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. (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 despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (7A) (7B) (7C) (P.E-4) (8A) (8B) 				



- copy short sentences on everyday subjects – e.g. directions how to get somewhere. Can 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) (7C) (P.E-4) (8A)
- understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. (8A) (8B)
- understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.(7B)
- 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. (7A) (7C) (8A) (8B)
- adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (7A) (7B) (7C) (P.E-4) (8A) (8B)
- ask and answer questions about pastimes and past activities. (7A)
- 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. (P.E-4) (8A) (8B)
- collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions (8B)
- ensure that the person he/she is talking to understands what he/she means by asking appropriate questions. (7A) (7C)
- understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (7A) (7C) (8A) (8B)
- interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. (7A) (7C)
- ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.(7A) (7C)
- understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand (7B)
- make simple remarks and pose occasional questions to indicate that he/she is following. (7B)
- make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help when asking for it . (7C) (8A) (8B)
- 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)
- construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.(7C)
- 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)

	<ul style="list-style-type: none"> 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) relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language. (P.E-4) Can make simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking. (8A) 						
WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
Week 6 26 – 30 MAY 2025	FILE 8 8C Room 333	- there was / there were (8C)	-prepositions: place and movement (8C)	- silent letters (8C)	- describing a room (8C)	- understanding specific details (8C)	-identifying paragraph topics (8C)
	FILE 9 9A #mydinnerlastnight	- countable / uncountable noun; a / an, some / any (9A)	-food and drinks (9A)	- the letters <i>ea</i> (9A)	- food dairy for yesterday (9A)	-hypothesizing about photos to prepare for listening (9A)	- categorizing (9A)
	FILE 9 9B White gold	- quantifiers: how much / how many, a lot of, etc. (9B)	-food containers (9B)	- linking, //, and /ə/ (9B)	- how much salt and sugar do you have a day? (9B)		information (9B)
	FILE 9 9C Facts and figures	- comparative adjectives (9C)	- high numbers (9C)	-/ə/, sentence (9C)	- asking and answering quiz questions (9C)	- understanding instructions (9C)	- identifying section topics (9C)



Week 6 26 – 30 MAY 2025	Practical English: Episode 5	At a restaurant (pg.76-77) -ordering a meal Voc. Understanding a menu	EXTENSION ACTIVITY	ASSIGNMENTS
	Revise and Check 7&8	pg.68-69	English File Elementary Online Practice File 8C/ File 9A/ 9B/ 9C Practical English Episode 5 Check your progress: File 8 Check your progress: File 9 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. 191 - 9A Grammar: countable / uncountable nouns; a / an, some / any p.192 - 9B Grammar: quantifiers: how much / how many, a lot of,etc. p.19 -9C Grammar: comparative adjectives p.194
	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) (P.E.-5) 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) (P.E.-5) 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) (9A) (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 despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (8C) (9A) (9B) (9C) (P.E.-5) 				

- expand learned phrases through simple re-combinations of their elements. (8C) (9B) (9C)
- make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. (8C) (9A) (9B) (9C) (P.E.-5)
- understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. (8C) (9A)
- 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.(9A) (P.E-5)
- pick out and reproduce key words, phrases or short sentences from a short text within the limited competence and experience. (9B) (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. (8C) (9A) (9B) (9C) (P.E.-5)
- adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (8C) (9A) (9B) (9C) (P.E.-5)
- use simple techniques to start, maintain, or end a short conversation, can initiate, maintain and close simple, face-to-face conversations.(P.E)
- recall and rehearse an appropriate set of phrases from his repertoire. (P.E-5)
- collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions (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 the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language. (9C)
- interpret and describe simple visuals on familiar topics (e.g. a weather map, a basic flow chart) , even though pauses, false starts and reformulation may be very evident in speech. (8C)
- 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; 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; make and respond to invitations, apologies etc. (P.E.-5)

WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
Week 7 2 – 6 JUNE 2025	FILE 10 10A The most dangerous place ...	-superlative adjectives (10A)	-places and buildings (10A)	- consonant groups (10A)	-tourist information (10A)		-identifying paragraph endings (10A)
	FILE 10 10B Five continents in a day	- be going to (plans); future time expressions (10B)	-city holidays (10B)	- sentence stress (10B)	-city holidays (10B)	- using prior knowledge to predict stages, taking notes (10B)	- checking predictions (10B)
	FILE 10 10C Happy new year?	- be going to (predictions) (10C)	-verb phrases (10C)	- word stress (10C)	-making predictions (10C)	- checking predictions (10C)	- following the events in a story (10C)
	FILE 11 11A Culture shock	- adverbs (manner and modifier) (11A)	- common adverbs (11A)	- understanding connected speech (11A)	- Do you think people in your country...? (11A)	-understanding details (11A)	-understanding opinions (11A)
	FILE 11 11B Experiences and things?	- verb + to + infinitive (11B)	- verbs that take the infinitives (11B)	- weak to, sentence stress (11B)	- talking about the dreams and ambitions (11B)	- using evidence to predict outcome (11B)	- scanning for information (11B)

	Practical English: Episode		EXTENSION ACTIVITY	ASSIGNMENTS
	Week 7 2 – 6 JUNE 2025	Revise and Check 9&10	(pg.84-85)	English File Elementary Online Practice File 10A/ 10B / 10C / File 11A /11B Check your progress File 10 Teacher’s Resource Centre File 10 Quick test File 10 Test - Oxford Reader’s Bookshelf-reader(s)
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) • understand enough to manage simple, routine exchanges without undue effort; deal with practical everyday demands: finding out and passing on straightforward factual information. (10A) (10B) (10C) • write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (10A) (11A) • write very short, basic descriptions of events, past activities and personal experiences. (11A) • 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) • 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 (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) 				

	<ul style="list-style-type: none"> • have pronunciation that is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (10A) (10B) (10C) (11A) (11B) • adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution (10A) (10B) (10C) (11A) (11B) • make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident. (10A) (10B) (10C) (11A) (11B) • ensure that the person he/she is talking to understands what he/she means by asking appropriate questions. (10A) (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) • write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. (10B) (10C) (11B) • copy short sentences on everyday subjects – e.g. directions how to get somewhere; write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (10B) (11A) • expand learned phrases through simple recombinations of their elements. (10B) • relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language.(10B) • interpret and describe simple visuals on familiar topics (e.g. a weather map, a basic flow chart), even though pauses, false starts and reformulation may be very evident in speech.(10C) • collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions (11A) 						
WEEK & DATE	FILE(S) to be covered	GRAMMAR	VOCABULARY	PRONUNCIATION	SPEAKING	LISTENING	READING
Week 8 9-13 JUNE 2025	FILE 11 11C How smart is your phone?	- definite article: the or no the (11C)	-phones and the internet (11C)	- the (11C)	- phones and the internet (11C)	- understanding habits and preferences (11C)	-using visual clues to support understanding (11C)
	FILE 12 12A I've seen in five times	- present perfect (12A)	-irregular past participles (12A)	- sentence stress (12A)	- films, TV, and books (12A)	-recognizing topic questions (12A)	
	FILE 12 12B He's been everywhere	- present perfect or past simple? (12B)	- learning irregular verbs (12B)	- irregular past participles (12B)	- recently ..., in your life... (12B)	- identifying key information	

	FILE 12 12C The English File interview	- revision: question formation (12C)			- question formation (12C)	- understanding biographical information (12C)	- understanding topics (12C)
Week 8 9-13 JUNE 2025	Practical English: Episode 6	Going home (pg.92-93) -getting to the airport - Public transport (Voc)			EXTENSION ACTIVITY	ASSIGNMENTS	
	Revise and Check 11&12	pg.100-101			English File Elementary Online Practice	Workbook File 11C / File 12A / 12B/12C	
	TASKS AND NOTES				File 11C/File 12A/ 12B/ 12C Practical English Episode 6 Check your progress File 11 Check your progress File 12	- Practical English 6 - Can you remember ... ? 1-12	
	TASKS AND NOTES				Teacher's Resource Centre	Photocopiables	
SELF ACCESS				File 11 Quick test File 12 Quick test File 11 Test File 12 Test Progress Test Files 7-12 End of course Test	- 11C Grammar: adverbs (manner and modifiers) - 12A Grammar: present perfect p.201 - 12B Grammar: Present perfect or past simple p.202 -12C Grammar: revision: question formation p.203		
LEARNING OBJECTIVES / DESCRIPTOR OF THE FILES ABOVE (LEVEL A2)				- Oxford Reader's Bookshelf- reader(s)			
By the end of the week(s), learners will be able to...							
						<ul style="list-style-type: none"> understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (11C) (12C) discuss everyday practical issues in a simple way when addressed clearly, slowly and directly; discuss what to do, where to go and make arrangements to meet (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 (11C) (12B) (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. (11C) (P.E.-6) (12A) (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 despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (11C) (P.E.-6) (12A)
- communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message (11C) (12C)
- make simple remarks and pose occasional questions to indicate that he/she is following. (11C) (12C)
- understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (P.E.-6) (12A) (12B) (12C)
- interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; 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; write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary (P.E.-6) (12A) (12B)
- handle very short social exchanges, using everyday polite forms of greeting and address; make and respond to invitations, 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)
- expand learned phrases through simple recombinations of their elements. (P.E.-6)
- use simple techniques to start, maintain, or end a short conversation; initiate, maintain and close simple, face-to-face conversation. (P.E.-6)
- make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident (P.E.-6) (12A) (12B) (12C)
- 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.(P.E.-6) (12A) (12B)
- 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; handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord. (12A)

	<ul style="list-style-type: none">• 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 (12A) (12C)• construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.(12A)• understand enough to manage simple, routine exchanges without undue effort; 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)
COURSE MATERIALS	English File Elementary Student's Book Fourth Edition English File Elementary Workbook Fourth Edition English File Elementary Teacher's Guide Fourth Edition