**PAMUKKALE UNIVERSITY SCHOOL OF FOREIGN LANGUAGES**

**2025-2026 ACADEMIC YEAR**

**A0-A1-A2 SYLLABUS**

**COURSEBOOK: HEADWAY ELEMENTARY / PRE-INTERMEDIATE**

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|  | **DATES** | **COURSE** | **HEADWAY**  **TOPICS** | **OBJECTIVES**  **Students will learn how to:** | **LEARNING OUTCOMES**  **Students will be able to:** | **ASSESSMENT AND EXTRA CURRICULAR**  **ACTIVITIES** | **PERFORMANCE** |
| **WEEK 1**  **15.09**  **19.09** | **MONDAY** |  | **PLACEMENT EXAM** |  |  |  |  |
|  | **PLACEMENT EXAM** |  |  |  |  |
| **TUESDAY** | **(2 hours)** | **UNIT 1**-What’s your name?  Am/is p.8  My/your p.8 | introduce oneself and others | say and write sentences like "I am...", "He is...", "She is..." to introduce names and identities. |  |  |
| **(2 hours)** | This is p.9  How are you? P.10  Everyday English p.11  Vocabulary and Speaking  What’s this in English? P.12  Numbers and plurals p.13 | use possessive adjectives "my" and "your"  Identify and use the phrase "This is" to point out objects  Ask and respond to the question "How are you?" using simple expressions | indicate possession using "my" and "your" in sentences  identify objects in their surroundings.  practice greetings and responses to "How are you?" in everyday conversation. |  |  |
| **WEDNESDAY** | **(2 hours)** | **UNIT 2:** Your World  He/She/His/Her p.16  Questions-Where is she from? P.17 | Use subject pronouns (he, she) and possessive adjectives (his, her) correctly | ask and respond to questions about places and people’s origins |  |  |
| **(2 hours)** | Practice-Cities and Countries p.18/19  A holiday in New York p.20  Numbers p.21 | Identify and name common cities and countries | recognize and use the names of cities and countries in conversation and writing.Talk about holidays and places using simple sentences |  |  |
| **THURSDAY** | **(2 hours)** | **UNIT 3:** What’s his job? P.24  Negatives, Questions and answers p.25 | Ask and answer questions about jobs | ask "What’s his job?" and respond with simple job titles. |  |  |
| **(2 hours)** | Practice-Negatives p.26/27  Reading: We’re in Paris p.28  Social expressions p. 29 | Form negative sentences using "not" with the verb "to be" and simple verbs  Read and understand simple texts about places and people | create negative sentences to express what someone does not do or is not.  improve reading comprehension with short passages like "We’re in Paris.” |  |  |
| **FRIDAY** | **(2 hours)** | **UNIT 4:** Possessive ‘s p.32/33  Possessive adjectives-Practice p.34 | understand and use the possessive ’s and possessive adjectives correctly in sentences. | write sentences using possessive ’s to indicate possession. |  |  |
| **(2 hours)** | Common verbs-have/has, love,like,work p.35  Practice- common verbs p.36,37 | recognize and correctly use common verbs in simple present tense | conjugate and use the verbs have/has, love, like, and work accurately in oral and written sentences. |  |  |
| **WEEK 2**  **22.09**  **26.09** | **MONDAY** | **(2 hours)** | **UNIT 5:** Present Simple Positive-I/you/we/they p.42  Present Simple Negative and Questions p.43 | use the present simple tense in positive sentences with subjects I, you, we, they  form negative sentences and questions in the present simple tense correctly. | create positive present simple sentences using I, you, we, they.  form negative statements and questions in the present simple tense accurately |  |  |
| **(2 hours)** | Practice-Alex’s life p.44,45  **UNIT 6:** What time is it? P.52  Present Simple- I/you p.53 | apply these forms in context through the practice reading "Alex’s life." | demonstrate comprehension and use of present simple forms by completing practice activities related to "Alex’s life." |  |  |
| **TUESDAY** | **(2 hours)** | Present Simple- He/She Always, never, sometimes p. 54  Questions and Negatives p.55 | use the present simple tense with subjects I and you in positive sentences.  form questions and negative sentences in the present simple tense. | ask and tell the time accurately in conversations. |  |  |
| **(2 hours)** | Practice- Toby’s Day p.56,57  Words that go together p. 58  Days of the week p.59 | recognize common word collocations and days of the week vocabulary. | construct positive present simple sentences with I, you, he, and she, incorporating adverbs of frequency. |  |  |
| **WEDNESDAY** | **(2 hours)** | **UNIT 7:** Question words- me/him/us/them p.62/63  This/That p.64 | use question words and object pronouns (me, him, us, them) correctly in questions and answers. | form questions using question words and object pronouns accurately |  |  |
| **(2 hours)** | Practice p.65  Vocabulary-Adjectives p.66  An email from Dubai p.67 | expand vocabulary with common adjectives. | demonstrate knowledge of adjectives through vocabulary exercises |  |  |
| **THURSDAY** | **(2 hours)** | Everyday English-  Can I …? P.68/69  **UNIT 8:** There is/There are p. 72  There isn’t /There aren’t p.73 | use polite requests with "Can I …?" in everyday English contexts.  Understand and use there is/there are in affirmative, negative, and question forms to describe places. | make polite requests using "Can I …?" in spoken and written forms.  Identify and use “there is/there are” in simple sentences (e.g., *There is a park. There aren’t any shops.*). |  |  |
| **(2 hours)** | Prepositions-some any p.74  Practice p.75 | Use some/any appropriately with countable and uncountable nouns.  Recognize and use basic prepositions of place (e.g., in, on, next to, behind). | Apply “some” and “any” with countable/uncountable nouns in speaking and writing.  Describe locations using prepositions of place (*The school is next to the supermarket.*). |  |  |
| **FRIDAY** | **(2 hours)** | Reading and Vocabulary  Cape Town p.76/ 77 | Read and understand a short text about Cape Town and identify key information. | Read and recall basic facts from a short text about Cape Town. |  |  |
| **(2 hours)** | My hometown p.78  Everyday English- Directions p.79 | Write and talk about their own hometown using target structures and vocabulary.  Ask for and give basic directions in English | Write 4–5 sentences about their hometown using “there is/there are” and prepositions  Ask for and give directions in short, simple dialogues ( |  |  |
| **WEEK 3**  **29.09**  **03.10** | **MONDAY** | **UNIT 1**  **9-10-11**  **(2 hours)** | **HEADWAY ELEMENTARY**  Verb to Be  Am/is/are  Possessive adjectives | use the verb “to be” (am/is/are) to introduce themselves and others. | introduce themselves and others by stating their name, age, hometown, and occupation.  greet people, ask and answer simple questions, | **Extra GRAMMAR Practice:**  [**https://test-english.com/grammar-points/a1/present-simple-forms-of-to-be/4/**](https://test-english.com/grammar-points/a1/present-simple-forms-of-to-be/4/)  **Extra GRAMMAR Practice:**  [**https://test-english.com/grammar-points/a1/possessive-adjectives/**](https://test-english.com/grammar-points/a1/possessive-adjectives/)  **EXTRA LISTENING:**  <https://test-english.com/listening/a1/countries-nationalities-and-languages-a1-english-listening-test/> | **ONLINE PRACTICE: UNIT-1** |
| **12-13**  **(2 hours)** | Possessive ‘s  Verbs- have/go/live/like  Talking about you | apply possessive adjectives to indicate possession and relationships. | use possessive adjectives and the possessive ’s in sentences related to people and things. | **AI-INTEGRATED LISTENING & SPEAKING ACTIVITIES WEEK 1 (MOSC)** |  |
| **TUESDAY** | **14-15**  **(2 hours)** | Reading and Listening-  A student’s blog  Opposite adjectives | develop basic reading comprehension skills through short, everyday texts.  Recognize common adjectives and their opposites to describe people, objects, and places in everyday situations. | use basic opposite adjectives (e.g., tall–short, old–young, clean–dirty) in simple spoken and written sentences. | **AI-INTEGRATED SPEAKING ACTIVITIY WEEK 1**  **PRISM INTRO L&S UNIT TEST 1 (MOSC)** |  |
| **16-17-18**  **(2 hours)** | Vocabulary and Speaking-  The family.  Possessive ‘s  Writing- writing a blog | identify and categorize family-related vocabulary (e.g., mother, cousin, husband) in listening and speaking tasks.  Write simple messages, forms, and personal texts. | talk about their family members, describe relationships, and provide basic background information. | **AI INTEGRATED ACTIVITY: Week 1-Design Your Family Tree**  **Headway Elementary Unit test 1 (MOSC)**  **Target Vocabulary Exercises- Unit 1 (MOSC)**  **AI Integrated Activity - A Blog** |  |
| **WEDNESDAY** | **UNIT 2**  **19-20-21**  **(2 hours)** | Present Simple he/she/it | construct affirmative forms in the Present Simple tense.  describe daily routines and habits using the Present Simple. | describe and talk about daily routines and favorite activities. | **Extra GRAMMAR Practice:**  <https://test-english.com/grammar-points/a1/present-simple/4/> | **ONLINE PRACTICE: UNIT-2** |
| **22-23**  **(2 hours)** | Negative and Questions | construct negative, and question forms in the Present Simple tense. | ask and answer simple questions about daily routines and favorite activities. | **Extra GRAMMAR Practice:**  [**https://www.liveworksheets.com/worksheet/en/esl-grammar/59098**](https://www.liveworksheets.com/worksheet/en/esl-grammar/59098)  **AI INTEGRATED ACTIVITY: Week-2 Create a Daily Routine Video** |  |
| **THURSDAY** | **24-25**  **(2 hours)** | Reading and Speaking-  World’s Apart | read and understand simple texts on familiar topics. | identify the main idea in short texts about daily routines and favorite activities. | **AI-INTEGRATED SPEAKING ACTIVITIY WEEK 1**  **PRISM INTRO L&S UNIT TEST 1**  **EXTRA READING**  <https://test-english.com/reading/a1/a-day-in-the-life-of-an-airline-pilot-a1-english-reading-test> |  |
| **26-27**  **(2 hours)** | Vocabulary and Listening (jobs)  Everyday English (telling the time) | Understand and express information about time and dates. | ask about jobs and tell the time, mention days, months, and important dates or holidays. | **EXTRA LISTENING**  <https://test-english.com/listening/a1/tell-me-about-your-life-a1-english-listening-test/> |  |
| **FRIDAY** | **28**  **(2 hours)** | Writing- Improving style  Using Pronouns | write recognize object pronouns and possessive adjectives to avoid repetition and show possession in simple texts. | use object pronouns and possessive adjectives to avoid repetition in simple texts. | **AI-INTEGRATED LISTENING & SPEAKING ACTIVITIES WEEK 2**  **AI Integrated Activity-Improving Style** |  |
| **UNIT 3**  **29-30-31 (2 hours)** | Present Simple I/you/we/they  Positive, Negative and Questions | construct affirmative, negative, and question forms in the Present Simple tense.  use adverbs of frequency (e.g., always, usually, sometimes, never) with expressions of likes and dislikes to talk about habits and preference | write or say sentences using adverbs of frequency and "I like / don't like" to describe how often they do certain activities. | **AI-INTEGRATED SPEAKING ACTIVITIY WEEK 2**  **PRISM INTRO L&S UNIT TEST 2**  **Headway Elementary Unit test 2**  **Extra GRAMMAR Practice:**  <https://test-english.com/grammar-points/a1/questions/3/> | **ONLINE PRACTICE: UNIT-3** |
| **WEEK 4**  **06.10**  **10.10** | **MONDAY** | **32-33**  **(2 hours)** | Practice- Talking about you  Vocabulary and Listening | Learn and practice common vocabulary for free time activities in everyday contexts. | use at least 10 free time activity words (e.g., play football, go shopping, watch TV, read a book) in simple spoken and written sentences.  *Example:* “I like watching movies at the weekend.” / “She goes swimming every Friday.” |  |  |
| **34-35**  **(2 hours)** | Reading and Speaking-  Busy Weekends | Read and understand simple texts on familiar topics. | identify the main idea in short texts. | **EXTRA READING**  <https://test-english.com/reading/a1/what-do-you-do-with-free-time/> |  |
| **TUESDAY** | **36-37-38**  **(2 hours)** | Speaking and Listening-  Work-life Balance  Writing- Form Filling  An application form | Understand basic listening materials related to everyday life.  Engage in short conversations and answer predictable questions.    provide personal details and preferences in written form for real-life situations like registration forms or club sign-ups. | manage short dialogues about personal topics, ask and answer basic questions with support.  complete a simple application form with personal information (e.g., name, age, address, contact details, interests, availability) accurately and clearly. | **Target Vocabulary Exercises- Unit 2 (MOSC)**  **EXTRA LISTENING:**  <https://test-english.com/listening/a1/describing-rooms-there-is-are-prepositions-of-place-a1-english-listening-test/>  <https://test-english.com/listening/a1/the-house-my-favourite-room-a1-english-listening-test/>  **AI-INTEGRATED LISTENING & SPEAKING ACTIVITIES WEEK 3**  **AI Integrated Activity - Form Filling** |  |
| **(2 hours)** | **WORKBOOK- unit 3** |  |  | **AI-INTEGRATED SPEAKING ACTIVITIY WEEK 3**  **PRISM INTRO L&S UNIT TEST 3**  **Headway Elementary Unit test 3**  **Target Vocabulary Exercises- Unit 3 (MOSC)** |  |
| **WEDNESDAY** | **UNIT 4**  **39-40-41 (2 hours)** | There is/ There are  Prepositions of place | describe locations and objects in a space using “there is” and “there are.”  locate and describe objects using common prepositions of place (e.g., next to, opposite). | describe a room or a place using “there is / there are” and prepositions of place  write a short paragraph about a familiar space (e.g., bedroom, classroom) using “there is / there are” with prepositions. | **Extra GRAMMAR Practice:**  [**https://www.perfect-english-grammar.com/there-is-there-are-exercise-1.html**](https://www.perfect-english-grammar.com/there-is-there-are-exercise-1.html)  **EXTRA READING**  [**https://test-english.com/reading/a1/looking-for-the-perfect-home-a1-english-reading-test/**](https://test-english.com/reading/a1/looking-for-the-perfect-home-a1-english-reading-test/)  **AI INTEGRATED ACTIVITY: Week-3 ‘ My Dream Room’** | **ONLINE PRACTICE: UNIT-4** |
| **42-43**  **(2 hours)** | Some/any/a lot of  This/that/these/those | use quantifiers to talk about quantity in both affirmative and negative statements.    use demonstrative pronouns to refer to specific people or objects. | use quantifiers (e.g., some, any, a lot of, much, many) correctly in affirmative and negative sentences to talk about quantity.  use demonstrative pronouns (this, that, these, those) accurately to refer to specific people or objects in spoken and written sentences. | **Extra GRAMMAR Practice:**  [**https://test-english.com/grammar-points/a1/this-that-these-those/**](https://test-english.com/grammar-points/a1/this-that-these-those/)  **Extra GRAMMAR Practice:**  <https://test-english.com/grammar-points/a1/a-some-any-countable-uncountable/3/> |  |
| **THURSDAY** | **44-45**  **(2 hours)** | Reading and Speaking-Inside the houses of parliament | develop strategies to understand longer texts |  | **EXTRA READING**  <https://test-english.com/reading/a1/looking-for-the-perfect-home-a1-english-reading-test/> |  |
| **46-47-48**  **(2 hours)** | Vocabulary and Listening  Everyday English- numbers, prices. | Shop for everyday items and handle simple transactions. | Can ask for prices, describe basic products, and complete simple shopping tasks such as paying for goods. | **Target Vocabulary Exercises- Unit 4 (MOSC)**  **Headway Elementary Unit test 4**  **AI Integrated Activity - Describing Your Home** |  |
|  | **FRIDAY** | **UNIT 5**  **49-50-51 (2 hours)** | Can/Can’t | express ability and ask about what someone can or cannot do. | ask and answer simple questions about abilities using “can” and “can’t in written and spoken sentences | **AI INTEGRATED ACTIVITY: Week-3 Create a Superhero Card** | **ONLINE PRACTICE: UNIT-5** |
| **52-53**  **(2 hours)** | Was/were/could | describe past states and abilities using “was,” “were,” and “could.” | describe past events or situations using “was” and “were” in affirmative, negative, and question forms.  use “could” to talk about general past abilities | **Extra GRAMMAR Practice:**  <https://elt.oup.com/student/headway/elementary4/grammar/unit05/hwy_elem_unit05_2?srsltid=AfmBOooPzoOeRApGDvVJvsEYRvRRuZ__avlSKf4uut9V1MQAEj5KB6vt&cc=tr&selLanguage=en> |  |
| **WEEK 5**  **13.10**  **17.10** | **MONDAY** | **54-55**  **(2 hours)** | Reading and Speaking-A Talented Family | answer basic comprehension questions about short texts. | locate specific information in a short text (e.g., names, dates, times, prices, places). | **AI INTEGRATED ACTIVITY: A Day in the Past** |  |
| **56-57**  **(2 hours)** | Vocabulary and Listening-Words that go together.  Everyday English-polite requests | make polite requests, and ask for help. | Can ask for help politely (e.g., “Can you help me?”), make simple requests, and respond appropriately. | <https://test-english.com/listening/a1/free-time-listening-test/> |  |
| **TUESDAY** | **58**  **(2 hours)** | Writing-Writing a formal email. | identify the purpose of different types of written communication (e.g., blog, email, biography) | write emails or short paragraphs about their life, plans, or opinions. | **Headway Elementary Unit test 5**  **Target Vocabulary Exercises- Unit 5 (MOSC)**  **AI Integrated Activity 5- A Formal Email** |  |
| **UNIT 6**  **59-60-61 (2 hours)** | Past Simple-Regular verbs  Positive, Negative and Questions | form affirmative, negative, and interrogative sentences using the past simple tense. | ask and answer simple questions about past activities.  write a short paragraph about a past event or experience using past simple verbs and time expressions | **Extra GRAMMAR Practice:**  <https://test-english.com/grammar-points/a1/was-were/> | **ONLINE PRACTICE: UNIT-6** |
| **WEDNESDAY** | **62-63**  **(2 hours)** | Irregular verbs  Regular and Irregular verbs Practice | recognize regular and irregular verbs in the past simple tense. | talk about completed actions in the past using regular and common irregular verbs. | **Extra GRAMMAR Practice:**  [**https://test-english.com/grammar-points/a1/past-simple-regular-irregular/3/**](https://test-english.com/grammar-points/a1/past-simple-regular-irregular/3/)  **AI INTEGRATED ACTIVITY: Week-4 Create a Mini Comic Strip:** “**My Yesterday** |  |
| **64-65**  **(2 hours)** | Reading and Listening- The Meaning of Life | understand the main idea, key details, and some implied meaning in longer texts such as stories, magazine articles, and interviews. | locate specific information in a short text (e.g., names, dates, times, prices, places). | **EXTRA LISTENING:**  <https://test-english.com/listening/a1/free-time-listening-test/>  AI-INTEGRATED LISTENING & SPEAKING ACTIVITIES WEEK 4  AI-INTEGRATED SPEAKING ACTIVITIY WEEK 4  PRISM INTRO L&S UNIT TEST 4 |  |
| **THURSDAY** | **66-67 -68**  **(2 hours)** | Vocabulary and Listening-Describing Feelings  Everyday English-What’s the date?  Writing-A Biography | recognize common adjectives that describe emotions and feelings.  Understand and express information about time and dates.  Describe past events and personal experiences. | Use at least 8 feelings adjectives to describe themselves and others in simple sentences.  write a short biography of a well-known person using past simple tense to describe key facts such as date of birth, achievements, and important life events. | **EXTRA READING**  <https://test-english.com/reading/a1/my-first-day-at-school-reading-test/>  **Headway Elementary Unit test 6**  **Target Vocabulary Exercises- Unit 6 (MOSC)**  **AI Integrated Activity 6- A Biography** |  |
| **UNIT 7**  **69-70-71**  **(2 hours)** | Past Simple-Questions and Negatives | talk about completed actions and events that happened in the past. | ask and answer simple questions about past activities.  write a short paragraph about a past event or experience using past simple verbs and time expressions | **Extra GRAMMAR Practice:**  <https://test-english.com/grammar-points/a1/past-simple-negatives-questions/3/> | **ONLINE PRACTICE: UNIT-7** |
|  | **FRIDAY** | **72-73**  **(2 hours)** | Talking about your life  Listening and Pronunciation | Describe past events and personal experiences. | talk about things they did, places they visited, and share simple experiences using basic past forms. |  |  |
| **74-75**  **(2 hours)** | Reading and Speaking  Hedy Lamaar and Rosalind Franklin | compare and contrast information presented in two different short texts | answer basic comprehension questions about short texts. |  |  |
| **WEEK 6**  **20.10**  **24.10** | **MONDAY** | **76-77**  **(2 hours)** | Vocabulary and Listening- Adverbs | use common adverbs of manner, frequency, and time in context.  understand the difference between adjectives and adverbs. | use adverbs of manner (e.g., slowly, quickly, carefully) to describe how actions are done in simple sentences.  distinguish between adjectives and adverbs in simple grammar exercises. | **Target Vocabulary Exercises- Unit 7 (MOSC)**  **AI Integrated Activity 7- Writing a Story** |  |
| **2 hours** | THE FIRST QUIZ |  |  |  |  |
| **TUESDAY** | **78**  **(2 hours)** | Everyday English-  Special occasions | express information about important dates. | mention important dates or holidays. | **Headway Elementary Unit test 7**  **EXTRA LISTENING:**  <https://test-english.com/listening/a1/what-did-you-do-last-weekend-a1-english-listening-test/>  <https://test-english.com/listening/a1/what-did-you-do-last-summer-listening-test/>  AI-INTEGRATED LISTENING & SPEAKING ACTIVITIES WEEK 5  AI-INTEGRATED SPEAKING ACTIVITIY WEEK 5  PRISM INTRO L&S UNIT TEST 5 |  |
| **UNIT 8**  **79-80-81 (2 hours)** | Count and Uncount Nouns  Some/any/a lot of | recognize countable and uncountable nouns.  use "some", "any", and "a lot of" appropriately with countable and uncountable nouns. | ask and answer simple questions about quantity using "some", "any", and "a lot of". | **Extra GRAMMAR Practice:**  <https://www.liveworksheets.com/worksheet/en/english-second-language-esl/986274> | **ONLINE PRACTICE: UNIT-8** |
| **WEDNESDAY** | **82-83**  **(2 hours)** | How many? How much?  Much/many/some/any/ a lot of | use "some", "any", and "a lot of" correctly with countable and uncountable nouns in affirmative, negative, and question forms. | use quantifiers in real-life situations like shopping or cooking.  complete short dialogues or role-plays (e.g., shopping or ordering food) using appropriate quantifiers. | **AI INTEGRATED ACTIVITY: Week 5-**  **My Supermarket Shopping List-A cooking show** |  |
| **84-85**  **(2 hours)** | Reading and Speaking-The Story of Ice cream  Listening and Speaking | understand simple texts on familiar topics.  understand basic listening materials related to everyday life. | Read and understand simple texts on familiar topics.  Understand basic listening materials related to everyday life. |  |  |
| **THURSDAY** | **86-87-88**  **(2 hours)** | Vocabulary and Pronunciation-Daily Needs  Everyday English- Shopping in  the High Street  Writing- Formal/Informal Writing | Shop for everyday items and handle simple transactions.  Engage in short conversations and answer predictable questions. | complete simple shopping tasks such as paying for goods.  manage short dialogues about personal topics, ask and answer basic questions with support. | **Target Vocabulary Exercises- Unit 8 (MOSC)**  **Headway Elementary Unit test 8**  **AI Integrated Activity 8- Writing an Informal Email** |  |
| **UNIT 9**  **89-90-91**  **(2 hours)** | Comparative Adjectives  Listening/Practice | compare people, objects, and places using comparative and superlative forms. | write and say simple sentences comparing two or more things  ask and answer questions that involve comparisons (e.g., “Who is taller?”, “What is the best restaurant?”). | **Extra GRAMMAR Practice:**  [**https://test-english.com/grammar-points/a1/comparative-adjectives/**](https://test-english.com/grammar-points/a1/comparative-adjectives/)  <https://test-english.com/grammar-points/a1/superlative-adjectives/> | **ONLINE PRACTICE: UNIT-9** |
| **FRIDAY** | **92-93**  **(2 hours)** | Have got Has got  Positive, Negative and Questions | describe possession using “have got” and “has got.” | ask and answer questions, and make affirmative and negative statements using *have got / has got*. (e.g., objects, family, body parts). | **Extra GRAMMAR Practice:**  <https://test-english.com/grammar-points/a1/have-got/> |  |
| **94-95**  **(2 hours)** | Reading and Speaking- Life at the Top | develop strategies to understand longer texts | answer basic comprehension questions about longer texts. |  |  |
| **WEEK 7**  **27.10**  **31.10** | **MONDAY** | **96-97**  **(2 hours)** | Vocabulary and Listening-town and Country  Everyday English- Directions | ask for and give directions in familiar settings. | describe locations, ask where something is, and give simple directions using landmarks or common places. | **Target Vocabulary Exercises- Unit 9 (MOSC)** |  |
| **98**  **(2 hours)** | Writing- Describing a place  Relative pronouns-who/which/where | join sentences and add detail using relative pronouns and describe places using basic relative pronouns (e.g., who, which, where).  . | write a short paragraph about a capital city using relative pronouns (e.g., “London is a city where you can visit many museums.” / “It is a place which attracts millions of tourists.”). | **Headway Elementary Unit test 9**  AI-INTEGRATED LISTENING & SPEAKING ACTIVITIES WEEK 6  **AI Integrated Activity 9-Describing a Place.** |  |
| **TUESDAY** | **UNIT 10**  **99-100-101**  **(2 hours)** | Present Continuous  Positive, Negative and Questions | describe ongoing actions happening now using the Present Continuous tense. | describe actions happening at the moment of speaking using the Present Continuous tense with correct form | **Extra GRAMMAR Practice:**  [**https://test-english.com/grammar-points/a1/present-continuous/2/**](https://test-english.com/grammar-points/a1/present-continuous/2/)  **AI INTEGRATED ACTIVITY: Week 6-**  **Live Scene Report**  AI-INTEGRATED SPEAKING ACTIVITIY WEEK 6  PRISM INTRO L&S UNIT TEST 6 | **ONLINE PRACTICE: UNIT-10** |
| **102-103**  **(2 hours)** | Present Simple and Present Continuous  Possessive adjectives and Possessive Pronouns | distinguish between Present Simple and Present Continuous for habitual vs ongoing actions. | differentiate between the Present Simple for habitual actions and the Present Continuous for actions happening now, and use both correctly in sentences. | **Extra GRAMMAR Practice:**  [**https://test-english.com/grammar-points/a1/present-simple-present-continuous/**](https://test-english.com/grammar-points/a1/present-simple-present-continuous/)  <https://test-english.com/listening/a1/what-are-you-doing-a1-english-listening-test/> |  |
| **WEDNESDAY** |  | 29 OCTOBER |  |  |  |  |
|  | 29 OCTOBER |  |  |  |  |
| **THURSDAY** | **104-105**  **(2 hours)** | Reading and Listening  One Minute in the Life of the World | develop strategies to understand longer texts | answer basic comprehension questions about longer texts. |  |  |
| **106-107**  **(2 hours)** | Vocabulary and Speaking-Describing People  Everyday English- Everyday  situations | understand basic listening materials related to everyday life. | interact in simple social situations using everyday expressions. | **Target Vocabulary Exercises- Unit 10 (MOSC)** |  |
| **FRIDAY** | **108**  **(2 hours)** | Writing-Comparing and Contrasting | compare two people using linkers. | write a short text comparing and contrasting two people using comparative structures and linkers such as however, but, although | **Headway Elementary Unit test 10**  **AI Integrated Activity 10-Comparing and Contrasting** |  |
| **UNIT 11**  **109-110-111**  **(2 hours)** | Going to Future (future plans)  Practice-Talking about you | Make simple plans and talk about future intentions. | express future intentions using “going to” and talk about their next weekend or holiday plans. | **Extra GRAMMAR Practice:**  <https://test-english.com/grammar-points/a1/be-going-to-plans-predictions/3/> | **ONLINE PRACTICE: UNIT-11** |
| **WEEK 8**  **03.11**  **07.11** | **MONDAY** | **112-113**  **(2 hours)** | Going to future (future predictions)  Infinitive of purpose | use "be going to" to make predictions about future events based on present evidence or logical reasoning.  understand and use the infinitive of purpose (to + base verb) to explain why actions are done in everyday contexts. | make and respond to simple predictions about everyday situations  write sentences using the infinitive of purpose to describe personal routines, habits, or future plans  ask and answer simple “Why...?” questions orally using the correct infinitive structure | **Extra GRAMMAR Practice:**  [**https://learnenglish.britishcouncil.org/grammar/a1-a2-grammar/infinitive-purpose**](https://learnenglish.britishcouncil.org/grammar/a1-a2-grammar/infinitive-purpose)  **AI INTEGRATED ACTIVITY: Week-7**  **Future Travel Brochure**  <https://test-english.com/listening/a1/weekend-plans-listening-test/> |  |
| **114-115**  **(2 hours)** | Reading and Speaking-Human Towers | develop strategies to understand longer texts | answer basic comprehension questions about longer texts. | **EXTRA READING**  [**https://test-english.com/reading/a1/my-next-summer-holiday-plan-a1-english-reading-test/**](https://test-english.com/reading/a1/my-next-summer-holiday-plan-a1-english-reading-test/)  **AI-INTEGRATED LISTENING & SPEAKING ACTIVITIES WEEK 7** |  |
| **TUESDAY** | **116-117**  **(2 hours)** | Vocabulary and Listening  What’s the weather like?  Everyday English- Making  Suggestions | learn weather-related vocabulary and practice listening for specific information in weather forecasts or conversations.  make, accept, and respond to simple suggestions in everyday situations. | understand and use common weather expressions (e.g., sunny, windy, raining, cold) in spoken and written contexts.  make simple suggestions using expressions and respond appropriately to suggestions | **AI-INTEGRATED SPEAKING ACTIVITIY WEEK 7**  **PRISM INTRO L&S UNIT TEST 7-8**  **Target Vocabulary Exercises- Unit 11 (MOSC)**  **AI-INTEGRATED LISTENING & SPEAKING ACTIVITIES WEEK 8 UNIT 1** |  |
| **118**  **(2 hours)** | Writing- Descriptive writing  Describing a holiday | write an informal email about future holiday plans using “going to” and basic travel vocabulary. | write an informal email using “going to” to describe where they will go, what they will do, and how they feel about it.  s. | **Headway Elementary Unit test 11**  **Extra GRAMMAR Practice:**  [**https://test-english.com/use-of-english/a1/a1-test-1/**](https://test-english.com/use-of-english/a1/a1-test-1/)  **AI Integrated Activity 11-Describing a Holiday** |  |
| **WEDNESDAY** | **UNIT-12**  **119-120-121**  **(2 hours)** | Present Perfect- ever/never  Present Perfect and Past Simple | talk about experiences and recent events using the Present Perfect tense. | talk about their experiences using the present perfect and ever-never | **Extra GRAMMAR Practice:**  [**https://www.teach-this.com/images/resources/ever-and-never-worksheet.pdf**](https://www.teach-this.com/images/resources/ever-and-never-worksheet.pdf)  **AI INTEGRATED ACTIVITY: Have you ever.. Interview** | **ONLINE PRACTICE: UNIT-12** |
| **122-123**  **(2 hours)** | Present Perfect- yet, already, just  Practice-Tense revision | use the adverbs just, already, and yet in present perfect sentences.  talk about recent actions and experiences.  ask and answer questions using the present perfect with yet and already. | use just, already, or yet based on the context.  complete short dialogues or texts using the present perfect with appropriate time markers. | **Extra GRAMMAR Practice:**  <https://test-english.com/grammar-points/a2/present-perfect-or-past-simple/2/> |  |
| **THURSDAY** |  | 6 NOVEMBER MIDTERM |  |  |  |  |
|  | 6 NOVEMBER MIDTERM |  |  |  |  |
| **FRIDAY** | **124-125**  **(2 hours)** | Reading and Listening-  Explorers-Ancient and modern | develop strategies to understand longer texts | answer basic comprehension questions about longer texts. |  |  |
| **(2 hours)** | **WORKBOOK- unit 12**  **76-77-78** |  |  |  |  |
| **WEEK 9**  **10.11**  **14.11** | **MONDAY** | **126-127-128**  **(2 hours)** | Vocabulary and Speaking- take and get  Everyday English- Transport and Travel  Writing- Writing a poem | learn common transport vocabulary and phrases to talk about how they travel and get around and learn basic travel-related vocabulary and expressions for planning and talking about  choose appropriate words (e.g., adjectives, nouns, verbs) based on meaning, sound, and rhythm to complete or create a simple poem. | ask and answer simple questions about transport preferences and routines  use simple travel phrases related to booking and directions.  select suitable vocabulary from a given list to complete | **Headway Elementary Unit test 12 (MOSC)**  **Target Vocabulary Exercises- Unit 12 (MOSC)**  **AI-INTEGRATED LISTENING & SPEAKING ACTIVITIES WEEK 9 UNIT2** |  |
| **(2 hours)** | **WORKBOOK- unit 12**  **79-80-81** |  |  |  |  |
| **TUESDAY** | **UNIT 1**  **9-10-11**  **(2 hours)** | HEADWAY PRE-INTERMEDIATE  Tenses and Questions Present, Past and Future | review their understanding of the present, past, and future tenses to talk about daily routines, past experiences, and future plans.  choose the correct tense based on time expressions and context. | use present simple, past simple, and “be going to” for future correctly in short written or spoken texts  identify and apply appropriate time expressions (e.g., every day, yesterday, next week) with the correct tense in contextualized exercises.  write a series of simple phrases and sentences about their  family, living conditions, educational background, present or most  recent job | **Extra GRAMMAR Practice:**  [**https://test-english.com/grammar-points/a2/review-verb-tenses-a2/**](https://test-english.com/grammar-points/a2/review-verb-tenses-a2/) | **ONLINE PRACTICE: UNIT-1** |
| **12-13**  **(2 hours)** | Practice- Who’s /Whose Listening and Speaking- The three types of friends we all need | understand and extract the essential information from short  recorded passages dealing with predictable everyday matters that  are delivered slowly and clearly. | participate in short conversations in routine contexts on topics of interest  exchange opinions and compare things and people using simple  language. | **AI-INTEGRATED LISTENING & SPEAKING ACTIVITIES WEEK 8 UNIT 1**  **AI-INTEGRATED SPEAKING ACTIVITIY WEEK 8 UNIT 1** |  |
| **WEDNESDAY** | **14-15**  **(2 hours)** | Reading and Speaking-  A Blind Date  Vocabulary- -ed / -ing adjectives | identify specific information in simpler written materialsuch as letters, brochures and short newspaper articles  describing events. | control a narrow repertoire dealing with concrete everyday needs.  control a narrow repertoire dealing with concrete everyday  needs. |  |  |
| **16-17-18**  **(2 hours)** | Vocabulary- Verbs of similar meaning  Everyday English- Social expressions  Writing- Filling in forms | differentiate between -ed and -ing adjectives to describe feelings and situations  compare common verbs with similar meanings used in everyday English.  recognize and understand words that have two common meanings in English, and interpret them based on context. | .recognize and explain at least two different meanings of the word “*date”* when used in simple sentences.  explain two different meanings of familiar words (e.g., *left*, *train*, *mean*) in simple spoken or written sentences. |  |  |
| **THURSDAY** | **UNIT 2**  **19-20-21**  **(2 hours)** | Present Tenses, have/have got Present Simple and Present Continuous | distinguish between Present Simple and Present Continuous for habitual vs ongoing actions. Use present continuous for an activity happening around now and a planned future arrangement.  express possession using *have* and *have got* in both affirmative and negative forms. | form and use Present Continuous sentences to talk about actions happening now and to express future plans  use *have / has* and *have got / has got* in speaking and writing to talk about possessions or relationships. | **AI-INTEGRATED SPEAKING ACTIVITIY WEEK 9 UNIT 2** | **ONLINE PRACTICE: UNIT-2** |
| **22-23**  **(2 hours)** | State verbs  Vocabulary and Speaking-  My Perfect Day | Use state verbs  recognize and use common verb–noun and adjective–noun collocations about everyday topics. | use common state verbs (e.g., like, want, know, believe) correctly in the present simple to express feelings, opinions, and preferences.  Talk about their perfect day using common verb+noun collocations  (e.g., have lunch, take a break, heavy rain) in short sentences | **Extra GRAMMAR Practice:**  <https://test-english.com/grammar-points/a2/present-simple-continuous/2/> |  |
| **FRIDAY** |  | **Reference Book**  **Ready to Write 1**  **Unit 1-2 (2hours)**  Simple -Compound sentences  **Reference Book**  **Ready to Write 1**  **Unit1-3 (2hours)**  Paragraph | For more detailed information, please refer to the Alpha Writing Syllabus |  |  |  |
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| **WEEK 10**  **17.11**  **21.11** | **MONDAY** | **24-25**  **(2 hours)** | Reading and Speaking-  The independence quiz  Vocabulary-Phrases and meanings | understand short, simple texts containing the highest frequency vocabulary. |  | **Target Vocabulary Exercises- Unit 2 (MOSC)** |  |
| **26-27-28**  **(2 hours)** | Listening and Speaking- Getting on with the neighbours Everyday English- Making conversation Writing-Writing an email Linking words so-but-however | Understand basic listening materials related to everyday life.  Engage in short conversations and answer predictable questions.  Write an email | interact with reasonable ease in structured situations and short  conversations  write a series of simple phrases and sentences linked with simple connectors like and, but and because. | **Headway Pre- Intermediate Unit test 2**  **AI-INTEGRATED SPEAKING ACTIVITIY WEEK 9 UNIT 2** |  |
| **TUESDAY** | **UNIT 3**  **29-30-31 (2 hours)** | Narrative tenses Past Simple and Past Continuous | use the past simple and past continuous tenses to describe events and actions in the past. | comment on 3–5 past event newspaper headlines by forming full-sentence explanations that correctly use the past simple to describe the main event and the past continuous to describe background or simultaneous actions | **Extra GRAMMAR Practice:**  <https://test-english.com/grammar-points/a2/past-continuous-past-simple/> | **ONLINE PRACTICE: UNIT-3** |
| **32-33**  **(2 hours)** | Practice-Discussing grammar Past Simple and Past Continuous | combine past simple and past continuous to narrate a story or describe interrupted actions. | write or tell a short story using both past simple and past continuous correctly (e.g., “I was walking home when I saw a cat”). | **AI INTEGRATED ACTIVITY: Week 9-Interrupted Stories** |  |
| **WEDNESDAY** | **34-35**  **(2 hours)** | Reading and Listening-  A spy story  Irregular verbs | Read and understand simple texts on familiar topics and identify the main idea  Use context to understand unknown words in texts. | guess the meaning of unfamiliar words using pictures or sentence clues in a short reading. | **EXTRA READING**  <https://test-english.com/reading/a2/three-popular-inventions-from-the-1920s-reading-test/> |  |
| **36-37-38**  **(2 hours)** | Vocabulary and Speaking- Adverbs  Everyday English- Saying when  Writing- Picture stories  Narrative writing | understand the difference between adjectives and adverbs.  Understand and express information about time and dates.  apply past tense verbs appropriately in storytelling. | Accurately use adverbs in sentences  Talk about important dates that are important to them.  write a narrative paragraph or short story based on a series of images. | **Target Vocabulary Exercises- Unit 3 (MOSC)**  **Headway Pre- Intermediate Unit test 3**  **AI-INTEGRATED SPEAKING ACTIVITIY WEEK 9 UNIT 3** |  |
| **THURSDAY** | **UNIT 4**  **39-40-41 (2hours)** | Expressions of Quantity  some/any/not much/not many  a few/a little/ a lot of/lots of | use quantifiers to talk about quantity in both affirmative and negative statements. | use quantifiers (e.g., some, any, a lot of, much, many) correctly in affirmative and negative sentences to talk about quantity. | **Extra GRAMMAR Practice:**  <https://test-english.com/grammar-points/a2/much-many-little-few-some-any/> | **ONLINE PRACTICE: UNIT-4** |
| **42-43**  **(2 hours)** | Practice- Indefinite Pronouns  Articles- a/an/the and no article | recognize and identify common indefinite pronouns in sentence  choose the correct article (definite or indefinite) depending on context. | correctly use indefinite pronouns in both affirmative and negative sentences in their writing |  |  |
| **FRIDAY** |  | **Reference Book**  **Ready to Write 1**  **Unit1-3 (1hour)**  Paragraph  **Reference Book**  **Ready to Write 1**  **Unit 8 (3 hours)**  Narrative Paragraph | For more detailed information, please refer to the Alpha Writing Syllabus |  |  |  |
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| **WEEK 11**  **24.11**  **28.11** | **MONDAY** | **44-45**  **(2 hours)** | Reading and Speaking-  Recipes for Success | develop basic reading comprehension skills through everyday texts. | answer basic comprehension questions about longer texts. |  |  |
| **46-47-48**  **(2 hours)** | Vocabulary and Listening-  A piece of cake  Everyday English-Can you come for dinner?  Writing-Writing a postcard  Style and synonyms | recognize appropriate contexts for using *can* vs. *could*.  understand typical structure and content of an informal postcard. | role-play real-life scenarios making requests using *can* and *could*.  correctly format a postcard message, including appropriate greetings and closings. | **Target Vocabulary Exercises- Unit 4 (MOSC)**  **Headway Pre- Intermediate Unit test 4**  **AI-INTEGRATED LISTENING & SPEAKING ACTIVITIES WEEK 10 UNIT 4**  **AI-INTEGRATED SPEAKING ACTIVITIY WEEK 10 UNIT 4** |  |
|  | **TUESDAY** | **UNIT 5**  **49-50-51**  **(2 hours)** | Verb patterns-  infinitive with to/ infinitive without to/ verb+-ing, prepositions+verb-ing | use common verb patterns with infinitives and gerunds in everyday contexts.  recognize that certain common prepositions (e.g., about, for, of, on, in) are often followed by verbs ending in "-ing". | form simple sentences to express interests, abilities, or fears  complete gap-fill exercises by correctly adding the "-ing" form of a verb after a given preposition. | **Extra GRAMMAR Practice:**  [**https://test-english.com/grammar-points/a2/infinitives-and-gerunds/**](https://test-english.com/grammar-points/a2/infinitives-and-gerunds/)  **AI INTEGRATED ACTIVITY:Week 10- AI Life Coach:** ‘’**What Should I Do?”** | **ONLINE PRACTICE: UNIT-5** |
| **52-53**  **(2 hours)** | Going to, will and present Continuous for future  Listening and Speaking | recognize and understand that "will," "going to," and the present continuous tense (e.g., "I am visiting") can all be used to talk about future events, distinguishing their basic use in simple contexts. | produce simple sentences using "will" for predictions/decisions, "going to" for plans/intentions, and the present continuous for fixed arrangements, to communicate basic future events in familiar situations (e.g., "I will help you.", "She is going to study.", "We are meeting at 7 pm."). | **Extra GRAMMAR Practice:**  [**https://test-english.com/grammar-points/a2/will-vs-be-going-to/**](https://test-english.com/grammar-points/a2/will-vs-be-going-to/)  <https://test-english.com/grammar-points/a2/present-continuous-future-arrangements/> |  |
|  | **WEDNESDAY** | **54-55**  **(2 hours)** | Reading and Speaking-  He was only 16…. | understand the main points and some specific details in simple, short texts on familiar topics  can extract specific information (e.g., times, dates, prices, names) from simple informational texts. | answer simple follow-up questions about a text (e.g., "Do you agree with this idea?", "What do you think about X?"). |  |  |
| **56-57-58**  **(2 hours)** | Vocabulary and Speaking- Phrasal verbs-literal and phrasal verbs  Everyday English-Expressing doubt and certainty | recognize and differentiate between common phrasal verbs that have a literal meaning and those that have idiomatic meaning in simple contexts. | use a given set of common literal phrasal verbs to describe simple actions or movements  explain the basic meaning of common literal and idiomatic phrasal verbs when prompted, using simple words or examples. | **Headway Pre- Intermediate Unit test 5**  **Target Vocabulary Exercises- Unit 5 (MOSC)**  **AI-INTEGRATED SPEAKING ACTIVITIY WEEK 11 UNIT 5** |  |
|  | **THURSDAY** | **UNIT 6**  **59-60-61**  **(2 hours)** | Present Perfect- for/since  Present Perfect and Past Simple How long | Use Present perfect to talk about a state or an action that began in the past and continues to the present. | can ask and answer simple questions using the Present Perfect about how long someone has done something or been in a certain state (e.g., "How long have you worked here?", "I have worked here for two months.”). | **Extra GRAMMAR Practice:**  <https://test-english.com/grammar-points/a2/present-perfect/> | **ONLINE PRACTICE: UNIT-6** |
| **62-63**  **(2 hours)** | Present Perfect- always, ever / never  Practice- Present Perfect and Past Simple | Differentiate between present perfect and past simple | can correctly choose between the Past Simple and Present Perfect in contexts where the time frame is explicitly finished (Past Simple) or connected to the present | **Extra GRAMMAR Practice:**  <https://test-english.com/grammar-points/a2/present-perfect/> |  |
| **FRIDAY** |  | **Reference Book**  **Ready to Write 1**  **Descriptive Paragraph**  (describing a person) | For more detailed information, please refer to the Alpha Writing Syllabus |  |  |  |
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| **WEEK 12**  **01.12**  **05.12** | **MONDAY** | **64-65**  **(2 hours)** | Reading and Speaking-  The not so distant past  Vocabulary-words and definitions | understand the main points and some specific details in simple, short texts on familiar topics  can extract specific information (e.g., times, dates, prices, names) from simple informational texts. | answer simple follow-up questions about a text (e.g., "Do you agree with this idea?", "What do you think about X?"). | **EXTRA READING**  <https://test-english.com/reading/a2/three-experiences-i-have-had-a2-english-reading-test/> |  |
| **66-67-68**  **(2 hours)** | Listening and Speaking-  Family History  Everyday English-Agree with me!  Writing- A biography  Ordering paragraphs | Understand basic listening materials related to everyday life.  understand the function of simple positive and negative question tags when used to seek agreement or confirm information that the speaker believes to be true  understand the logical and chronological sequencing typically used in short biographical texts | follow short dialogues, and identify the main idea in audio.  Complete sentences by adding question tags with appropriate rising or falling intonation to confirm information or seek agreement in short, controlled dialogues  Write a biography using transition words and time markers | **Headway Pre- Intermediate Unit test 6**  **AI-INTEGRATED LISTENING & SPEAKING ACTIVITIES WEEK 11 UNIT 6** |  |
| **TUESDAY** | **UNIT 7**  **69-70-71**  **(2 hours)** | What’s it like?  Comparatives and Superlatives | Understand the function of objects comparative and superlative forms. | compare people, objects, and places using comparative and superlative forms. | **AI INTEGRATED ACTIVITY: Week 12- City vs. City: Which One Wins?** | **ONLINE PRACTICE: UNIT-7** |
| **72-73**  **(2 hours)** | Practice- Comparatives and Superlatives  Listening and Speaking- The best things in life are free | understand basic listening materials related to everyday life. | manage short dialogues about personal topics, ask | **Extra GRAMMAR Practice:**  <https://test-english.com/grammar-points/a2/comparative-superlative-adjectives-adverbs/>  **AI-INTEGRATED LISTENING & SPEAKING ACTIVITIES WEEK 12 UNIT 7** |  |
| **WEDNESDAY** | **3 ARALIK** | **2. QUIZ** |  |  |  |  |
| **74-75**  **(2 hours)** | Reading and Speaking- Favourite pictures | understand the main points and some specific details in simple, short texts on familiar topics  can extract specific information (e.g., times, dates, prices, names) from simple informational texts. | answer simple follow-up questions about a text (e.g., "Do you agree with this idea?", "What do you think about X?"). |  |  |
| **THURSDAY** | **76-77**  **(2 hours)** | Vocabulary-synonyms and antonyms  Everyday English- What’s on? | recognize when a word is being used as a synonym or antonym for another word in a familiar context. | use a limited range of learned synonyms or antonyms appropriately in their own simple spoken or written sentences | **Headway Pre- Intermediate Unit test 7**  **Target Vocabulary Exercises- Unit 7 (MOSC)**  **AI-INTEGRATED SPEAKING ACTIVITIY WEEK 12 UNIT 7** |  |
| **78**  **(2 hours)** | Writing- Describing my hometown.  Relative pronouns | Form sentences using relative pronouns | write a description of their hometowns using relative pronouns |  |  |
|  | **FRIDAY** |  | **Reference Book**  **Ready to Write 1**  **Descriptive Paragraph**  (describing a place) | For more detailed information, please refer to the Alpha Writing Syllabus |  |  |  |
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| **WEEK 13**  **08.12**  **12.12** | **MONDAY** | **UNIT 8**  **79-80-81**  **(2 hours)** | Have to/ don’t have to  Had to/ didn’t have to  Speaking-Talk about sports | express obligation and necessity in the present and past using modal structures and recognize the differences in simple contexts. | form grammatically correct sentences to express present and past obligation and necessity | **Extra GRAMMAR Practice:**  <https://test-english.com/grammar-points/a2/have-to-dont-have-to-must-mustnt/> | **ONLINE PRACTICE: UNIT-8** |
| **82-83**  **(2 hours)** | Should/ must  Practice- giving advice  Listening and Speaking- A health quiz | give advice and express strong recommendations using “should” and “must.” | choose the appropriate modal (from must, have to, should) to complete sentences describing present obligations or advic |  |  |
| **TUESDAY** | **84-85**  **(2 hours)** | Reading and Speaking- The stuntwoman and a stuntman  Listening- A stuntman’s story | understand the main points and some specific details in simple, short texts on familiar topics  can extract specific information (e.g., times, dates, prices, names) from simple informational texts. | answer simple follow-up questions about a text (e.g., "Do you agree with this idea?", "What do you think about X?"). |  |  |
| **86-87-88**  **(2 hours)** | Vocabulary and Speaking- Not a thing to wear  Everyday English- At the doctor’s  Writing- Writing emails  Comparing formal and informal | understand common vocabulary related to body parts, symptoms (e.g., "headache," "cough," "fever"), and basic illnesses when heard or read in simple contexts related to health. | ask simple questions about their condition, treatment, or medication  role-play a basic doctor-patient interaction using a range of learned phrases and vocabulary. | **Target Vocabulary Exercises- Unit 8 (MOSC)**  **Headway Pre- Intermediate Unit test 8**  **AI-INTEGRATED SPEAKING ACTIVITIY WEEK 13 UNIT 8** |  |
| **WEDNESDAY** | **UNIT 9**  **89-90-91**  **(2 hours)** | Past Perfect and Narrative Tenses  Past perfect, Past Simple and  Past Continuous | describe an action completed before another past action using the Past Perfect.  combine past perfect, past simple and past continuous to narrate a story. | talk about a past event, story, or personal experience using a combination of Past Simple for the main sequence of events, Past Continuous for background actions in progress, and Past Perfect to refer to actions that happened earlier than the main narrative, creating a clear and coherent timeline. | **Extra GRAMMAR Practice:**  [**https://test-english.com/grammar-points/a2/past-perfect/2/**](https://test-english.com/grammar-points/a2/past-perfect/2/)  **AI INTEGRATED ACTIVITY,i Week 13-Story Time: Tense Discovery** | **ONLINE PRACTICE: UNIT-9** |
| **92-93**  **(2 hours)** | The role swap-Conjunctions  Practice- Using conjunctions  Listening and Speaking-Young adult literature | recognize and use basic time conjunctions (*when, while, after, before, as soon as*) to show the sequence or timing of events in sentences and short texts. | describe a series of actions in the correct order using time conjunctions (*when, while, after, before, as soon as*) | **AI-INTEGRATED LISTENING & SPEAKING ACTIVITIES WEEK 13 UNIT 9** |  |
| **THURSDAY** | **94-95**  **(2 hours)** | Reading and Speaking- The train journey | understand the main points and some specific details in simple, short texts on familiar topics  can extract specific information (e.g., times, dates, prices, names) from simple informational texts. | answer simple follow-up questions about a text (e.g., "Do you agree with this idea?", "What do you think about X?"). |  |  |
| **96-97-98**  **(2 hours)** | Vocabulary and Speaking- Feelings  Everyday English-Exclamations with so/such  Writing- Reviewing a book or film | recognize common adjectives that describe emotions and feelings.  understand common vocabulary and phrases used to describe elements of books and films | Use feelings adjectives to describe themselves and others in simple sentences.  write a short, simple review of a book or film they have recently experienced, including its title, the author/director, a brief summary, and their overall opinion. | **Target Vocabulary Exercises- Unit 9 (MOSC)**  **Target Vocabulary Exercises- Unit 9 (MOSC)**  **Headway Pre- Intermediate Unit test 9** |  |
| **FRIDAY** |  | **Ready to Write 2**  **Chapter 1 pages 1-10**  **Chapter 2 pages 11-17**  Introduction to paragraph writing  Irrelevant information (sentence)  Topic-Supporting-Concluding Sentences | For more detailed information, please refer to the Alpha Writing Syllabus |  |  |  |
|  |  |  |  |  |  |
| **WEEK 14**  **15.12-19.12** | **MONDAY** | **UNIT 10**  **99-100-101**  **(2 hours)** | Passives- Present Simple Passive and Past Simple Passive  Present Perfect Passive, Will Passive | form and use the passive voice in various tenses to focus on actions rather than doers. | transform active voice sentences into passive voice sentences in common tenses  interpret the meaning of passive voice constructions in written and spoken texts | **Extra GRAMMAR Practice:**  [**https://www.perfect-english-grammar.com/passive-exercise-1.html**](https://www.perfect-english-grammar.com/passive-exercise-1.html)  [**https://www.perfect-english-grammar.com/passive-exercise-2.html**](https://www.perfect-english-grammar.com/passive-exercise-2.html) | **ONLINE PRACTICE: UNIT-10** |
| **102-103**  **(2 hours)** | Practice- Passive  Vocabulary and Speaking- words that go together | form and use the passive voice in various tenses to focus on actions rather than doers. | transform active voice sentences into passive voice sentences in common tenses |  |  |
| **TUESDAY** | **104-105**  **(2 hours)** | Reading and Speaking- The world’s most loved football team | understand the main points and some specific details in simple, short texts on familiar topics  can extract specific information (e.g., times, dates, prices, names) from simple informational texts. | answer simple follow-up questions about a text (e.g., "Do you agree with this idea?", "What do you think about X?"). | **EXTRA READING**  [**https://test-english.com/reading/a2/archaeologists-identify-mummy-lost-egyptian-queen/**](https://test-english.com/reading/a2/archaeologists-identify-mummy-lost-egyptian-queen/)  **Target Vocabulary Exercises- Unit 10 (MOSC)** |  |
| **106-107-108**  **(2 hours)** | Listening and Speaking- The world’s number one habit!  Everyday English- On the phone  Writing- Discussion pros/ cons  Social media sites | Understand and use functional language for making and responding to phone calls in common everyday  recognize common language used to introduce and contrast these points organize their thoughts into two distinct categories | handle short social phone calls with rehearsed or familiar phrases (e.g., “Can I speak to...?”, “Hold on, please.”).  write a short, coherent paragraph or list outlining the advantages and disadvantages of a specific subject using linking words and phrases | **Headway Pre- Intermediate Unit test 10**  **AI-INTEGRATED LISTENING & SPEAKING ACTIVITIES WEEK 14 UNIT 10**  **AI-INTEGRATED SPEAKING ACTIVITIY WEEK 14 UNIT 1O** |  |
| **WEDNESDAY** | **UNIT 11**  **109-110-111**  **(2 hours)** | Present Perfect Simple and Present Perfect Continuous  How long | differentiate between situations where the Present Perfect Simple is appropriate (e.g., focusing on the result or completion of an action) and where the Present Perfect Continuous is more suitable (e.g., emphasizing the duration or ongoing nature of an action). | can ask and answer questions appropriately using both tenses to inquire about or describe ongoing situations and past experiences | **Extra GRAMMAR Practice:**  <https://test-english.com/grammar-points/b1/present-perfect-simple-present-perfect-continuous/3/> | **ONLINE PRACTICE: UNIT-11** |
| **112-113**  **(2 hours)** | Tense review- Simple and Continuous  Listening and Speaking- My kind of thing! | form grammatically correct sentences using both the Present Perfect Simple and Present Perfect Continuous | form grammatically correct sentences using both the Present Perfect Simple and Present Perfect Continuous | **AI INTEGRATED ACTIVITY: Week 14- LIFE SOR FAR** |  |
| **THURSDAY** | **114-115**  **(2 hours)** | Reading and Speaking-  The collectors  Vocabulary | understand the main points and some specific details in simple, short texts on familiar topics  can extract specific information (e.g., times, dates, prices, names) from simple informational texts. | answer simple follow-up questions about a text (e.g., "Do you agree with this idea?", "What do you think about X?"). |  |  |
| **116-117-118**  **(2 hours)** | Vocabulary and Listening- Life’s big moments  Everyday English-Finding the  right words  Writing- Notetaking | Engage in short conversations | Can manage short dialogues about personal topics, ask and answer basic questions with support. | **Target Vocabulary Exercises- Unit 11 (MOSC)**  **Headway Pre- Intermediate Unit test 11**  **AI-INTEGRATED SPEAKING ACTIVITIY WEEK 15 UNIT 11** |  |
| **FRIDAY** |  |  |  |  |  |  |
|  | **Ready to Write 2**  **Chapter 2 pages 25-31**  Supporting-Concluding Sentences  Compound Sentences  **Ready to Write**  **Chapter 6 pages 72-83**  Writing Process | For more detailed information, please refer to the Alpha Writing Syllabus |  |  |  |
| **WEEK 15**  **22.12-26.12** | **MONDAY** | **UNIT-12**  **119-120-121**  **(2 hours)** | First Conditional: If + will/might  Practice- First Conditional | Form first conditional to talk about future possibilities. | talk about real future possibilities using the First Conditional. | **Extra GRAMMAR Practice:**  <https://test-english.com/grammar-points/a2/first-conditional-future-time-clauses/> | **ONLINE PRACTICE: UNIT-12** |
| **122-123**  **(2 hours)** | Second Conditional: If+ would  Practice-Second Conditional  Listening and speaking-  At a crossroads in life | Understand the use of Second Conditional to describe imaginary or hypothetical situations | describe imaginary or hypothetical situations using the Second Conditional. | **Extra GRAMMAR Practice:**  <https://test-english.com/grammar-points/a2/second-conditional/>  **AI-INTEGRATED LISTENING & SPEAKING ACTIVITIES WEEK 15 UNIT 12** |  |
| **TUESDAY** | **124-125**  **(2 hours)** | Reading and Speaking-  Risk and Chance  Vocabulary | understand the main points and some specific details in simple, short texts on familiar topics  can extract specific information (e.g., times, dates, prices, names) from simple informational texts. | answer simple follow-up questions about a text (e.g., "Do you agree with this idea?", "What do you think about X?"). |  |  |
| **126-127-128**  **(2 hours)** | Vocabulary and Speaking-bring and take /come and go.  Everyday English- Thank you and goodbye!  Writing- Correcting common mistakes | recognize and understand common, polite phrases used to express gratitude and to say goodbye in everyday social situations. | participate in short, polite exchanges and respond appropriately when someone thanks them or says goodbye. | **AI INTEGRATED ACTIVITY: Week 14: IF I had a crazy job,…**  **Target Vocabulary Exercises- Unit 12 (MOSC)** |  |
| **WEDNESDAY** | **(2 hours)** | **WORKBOOK-unit 9**  **58-59-60-61-62-63** | consolidate and reinforce their understanding of previously taught language points through guided workbook exercises. | accurately complete a variety of workbook exercises—such as fill-in-the-blanks, matching, multiple-choice, and sentence transformation—to review and reinforce vocabulary, grammar, and reading comprehension skills. | **Headway Pre- Intermediate Unit test 12** |  |
| **(2 hours)** | **WORKBOOK-unit 10**  **64-65-66-67-68-69** |  |  |  |  |
| **THURSDAY** | **(2 hours)** | **WORKBOOK-unit 11**  **70-71-72-73-74-75** |  |  |  |  |
| **(2 hours)** | **WORKBOOK-unit 12**  **76-77-78-79-80-81** |  |  |  |  |
| **FRIDAY** |  | **Ready to Write 2**  **Chapter 6 pages 87-111**  Supporting the main idea  Major-Minor Sentences | For more detailed information, please refer to the Alpha Writing Syllabus |  |  |  |
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