**PAMUKKALE UNIVERSITY SCHOOL OF FOREIGN LANGUAGES**

**2025-2026 ACADEMIC YEAR**

**B1&B1+ LEVEL**

**CORE SYLLABUS**

**COURSE BOOK: HEADWAY INTERMEDIATE**

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| **WEEK** | **DATE** | **TOPIC** | **OBJECTIVES**  **Students will learn how to:** | **LEARNING OUTCOMES**  **Students will be able to:** | **ASSESSMENT &**  **EXTRA-CURRICULAR ACTIVITIES** | **PERFORMANCE** |
| **1** | 16.09-18.09 | **UNIT 1**  **WHAT’S YOUR STORY**  Information questions  Describing people, places and things  What…….like? How….? | * form and respond to information questions * use descriptive structures to communicate about people and places. | * construct wh- questions using appropriate word order. * use “What’s he like?” and “How tall/far is it?” correctly in questions and answers. * write a paragraph describing people and places using clear, detailed sentences and suitable vocabulary.” | * **Headway Intermediate Unit test 1 (MOSC)** * **EXTRA PRACTICE: <https://test-english.com/grammar-points/b1-b2/participle-adjectives/>** * **AI INTEGRATED ACTIVITY: ‘Mystery Classmate’** | **ONLINE PRACTICE: UNIT-1** |
| **2** | 23.09-25.09 | **UNIT 3**  **JUST A JOB**  Present Simple  Present Continuous  State verbs (state verbs given in the student’s book , grammar reference part and the workbook)  Present Simple Passive  Present Continuous Passive | * use present forms, including passives and stative verbs, to describe habits, actions in progress, and formal/impersonal information. * identify and apply various uses of Present Continuous (e.g.activities happening around now, temporary activities, fixed future arrangements) | * accurately differentiate and use Present Simple and Present Continuous in context. * identify and use stative verbs in correct forms. * transform active sentences into Present Simple and Present Continuous passive structures. | * **EXTRA PRACTICE:** * <https://test-english.com/grammar-points/b1/present-simple-present-continuous/> * <https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/stative-verbs> * **Worksheet: Present Simple& Continuous (MOSC)** | **ONLINE PRACTICE: UNIT-3** |
| **3** | 30.09-02.10 | **UNIT 3**  **JUST A JOB**  Present Simple  Present Continuous  State verbs (state verbs given in the student’s book, grammar reference part and the workbook)  Present Simple Passive  Present Continuous Passive  **UNIT 4**  **TALES OF THE UNEXPECTED**  NARRATIVE TENSES  Past Simple  Past Continuous  Used to  Past Perfect  Past Tenses in the PASSIVE (Past Simple Passive, Past Continuous Passive, Past Perfect Passive) | * use present forms, including passives and stative verbs, to describe habits, actions in progress, and formal/impersonal information. * identify and produce Present Simple and Present Continuous passive structures to describe actions, processes, and formal situations accurately. * use narrative past tense forms and their passive equivalents to describe sequences and contrasts in past events. | * contextualized sentences showing present continuous used for ongoing, temporary, and planned future actions. * identify and use stative verbs in correct forms. * transform active sentences into Present Simple and Present Continuous passive structures. * narrative sentences using past tenses to show sequence and background action, including appropriate linking words (e.g., after that, while, as soon as, before,when) * construct sentences with “used to” for past habits. * produce past passive forms accurately. | * **Headway Intermediate Unit test 3 (MOSC)** * **EXTRA PRACTICE: <https://www.e-grammar.org/download/mixed-tenses-passive-exercise-1.pdf>** * **AI INTEGRATED ACTIVITY: ‘ A Day In Their Shoes’** * **EXTRA PRACTICE: <https://www.e-grammar.org/download/past-perfect-simple-1.pdf>** * **Worksheet: Narrative Tenses (MOSC)** | **ONLINE PRACTICE: UNIT-4** |
| **4** | 07.10-09.10 | **UNIT 4**  **TALES OF THE UNEXPECTED**  NARRATIVE TENSES  Past Simple  Past Continuous  Used to  Past Perfect  Past Tenses in the PASSIVE (Past Simple Passive, Past Continuous Passive, Past Perfect Passive) | * use narrative past tense forms and their passive equivalents to describe sequences and contrasts in past events. | * narrative sentences using past tenses to show sequence and background action, including appropriate linking words (e.g., after that, while, as soon as, before,when) * construct sentences with “used to” for past habits. * produce past passive forms accurately. | * **Headway Intermediate Unit test 4 (MOSC)** * **EXTRA PRACTICE:** * **<https://test-english.com/grammar-points/b1/past-simple-past-continuous-past-perfect/>** * <https://www.e-grammar.org/download/mixed-tenses-passive-exercise-3.pdf> * **AI INTEGRATED ACTIVITY: ‘ Storytime Remix’** |  |
| **5** | 14.10-16.10 | **UNIT 5**  **RIGHTS AND WRONGS**  Modals for advice (SHOULD, OUGHT TO),  Modals for permission (CAN, BE ALLOWED TO)  Modals for obligation (HAVE TO, DON’T HAVE TO, NEED TO, MUST)  Modals in the PAST: had to, didn’t have to, wasn’t/weren’t allowed to | * express necessity, advice, and permission using modals in present and past forms. | * write rules or advice using appropriate modals (should, must, have to). * rewrite present obligation or advice into past using modal equivalents (had to, should have done). * use “be allowed to” in present and past to describe permissions. | * **EXTRA PRACTICE:**   <https://test-english.com/grammar-points/b1/have-to-must-should/>  <https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/modals-permission-obligation>   * **Worksheet: Modals for Obligation (MOSC)** | **ONLINE PRACTICE: UNIT-5** |
| **6** | 21.10-23.10 | **UNIT 5**  **RIGHTS AND WRONGS**  Modals for advice (SHOULD, OUGHT TO),  Modals for permission (CAN, BE ALLOWED TO)  Modals for obligation (HAVE TO, DON’T HAVE TO, NEED TO, MUST)  Modals in the PAST: had to, didn’t have to, wasn’t/weren’t allowed to  **UNIT 6**  **EASIER SAID THAN DONE**  Present Perfect Simple  Present Perfect Simple and Past Simple  Present Perfect Passive  Present Perfect Continuous  Present Perfect Simple or Continuous | * express necessity, advice, and permission using modals in present and past forms. * use perfect forms to describe unfinished past, experiences, recent actions, and ongoing situations. | * write rules or advice using appropriate modals (should, must, have to). * rewrite present obligation or advice into past using modal equivalents (had to, should have done). * use “be allowed to” in present and past to describe permissions. * use “have/has been doing” to describe actions continuing until now. * use Present Perfect to describe life experiences, recent actions, or unfinished actions. * use Present Perfect Passive in formal writing to describe processes or changes. | * **Headway Intermediate Unit test 5 (MOSC)** * **Worksheet:MODALS** * **AI INTEGRATED ACTIVITY: ‘Modals In Real Life’** * **EXTRA PRACTICE:** * **<https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/present-perfect-simple-continuous>** * **Worksheet: Present Perfect Simple & Continuous (MOSC)** |  |
| **7** | 28.10-30.10 | **UNIT 6**  **EASIER SAID THAN DONE**  Present Perfect Simple  Present Perfect Simple and Past Simple  Present Perfect Passive  Present Perfect Continuous  Present Perfect Simple or Continuous | * use perfect forms to describe unfinished past, experiences, recent actions, and ongoing situations. | * use “have/has been doing” to describe actions continuing until now. * use Present Perfect to describe life experiences, recent actions, or unfinished actions. * use Present Perfect Passive in formal writing to describe processes or changes. | * **Headway Intermediate Unit test 6 (MOSC)** * **EXTRA PRACTICE:** * **<https://test-english.com/grammar-points/b1/present-perfect-simple-present-perfect-continuous/>** * <https://www.e-grammar.org/download/present-perfect-passive-exercise-2.pdf> * <https://test-english.com/grammar-points/b1/passive-verb-forms/2/> * **AI INTEGRATED ACTIVITY: ‘ Life Timeline Interviews’** | **ONLINE PRACTICE: UNIT-6** |
| **8** | 04.11-06.11 | **UNIT 7**  **BEST YEARS OF YOUR LIFE**  Verb + Ing  Verb + infinitive  Verb+ sb+ to infinitive  Verb + sb+ infinitive without to  Adjective + to  Preposition + ing  **06.11.2025 THURSDAY MIDTERM EXAM** | * apply correct verb patterns (Verb + -ing, Verb + to-infinitive, Verb + object + to/without to, Adjective + to, Preposition + -ing) | * complete and produce sentences using common verb patterns (e.g., want to do, enjoy doing). * use adjective + to structure (e.g., It’s easy to understand). * use verb + object + to or without to in appropriate contexts (e.g., let me go, told him to stop). | * **EXTRA PRACTICE:** * **<https://test-english.com/grammar-points/b1/gerund-or-infinitive-do-to-do-doing/>** * **Worksheet: Gerunds and Infinitives (MOSC)** * **AI INTEGRATED ACTIVITY: FRIENDSHIP: DOs and dont’s** | **ONLINE PRACTICE: UNIT-7** |
| **9** | 11.11-13.11 | **UNIT 7**  **BEST YEARS OF YOUR LIFE**  Verb + Ing  Verb + infinitive  Verb+ sb+ to infinitive  Verb + sb+ infinitive without to  Adjective + to  Preposition + ing  **UNIT 8**  **FUTURE FRIENDLY**  Future forms: Present Continuous for future arrangements,  Be going to- for intentions and plans,  will- for spontaneous decisions, intentions, offers.  Future predictions: will (opinion based) / be going to (evidence based)  Future predictions: may, might, could | * apply correct verb patterns (Verb + -ing, Verb + to-infinitive, Verb + object + to/without to, Adjective + to, Preposition + -ing) * express plans, decisions, and predictions, arrangements using appropriate future forms. | * complete and produce sentences using common verb patterns (e.g., want to do, enjoy doing). * use adjective + to structure (e.g., It’s easy to understand). * use verb + object + to or without to in appropriate contexts (e.g., let me go, told him to stop). * write sentences using “be going to” and “will” for intentions and decisions. * produce future arrangements using Present Continuous. * make probability statements using may/might/could. | * **Headway Intermediate Unit test 7 (MOSC)** * **EXTRA PRACTICE:**   **<https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/future-forms-will-be-going-present-continuous>**  **<https://test-english.com/grammar-points/b1/future-forms/>**   * **WORKSHEET: FUTURE FORMS (MOSC)** |  |
| **10** | 18.11-20.11 | **UNIT 8**  **FUTURE FRIENDLY**  Future forms: Present Continuous for future arrangements,  Be going to- for intentions and plans,  will- for spontaneous decisions, intentions, offers.  Future predictions: will (opinion based) / be going to (evidence based)  Future predictions: may, might, could | * express plans, decisions, and predictions, arrangements using appropriate future forms. | * write sentences using “be going to” and “will” for intentions and decisions. * produce future arrangements using Present Continuous. * make probability statements using may/might/could. | * **Headway Intermediate Unit test 8 (MOSC)** * **EXTRA PRACTICE:**   **<https://www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-16/session-3>**   * **AI INTEGRATED ACTIVITY: “Future Me - A Life Plan Interview”** | **ONLINE PRACTICE: UNIT-8** |
| **11** | 25.11-27.11 | **UNIT 9**  **CARING AND SHARING**  Second Conditional  Third Conditional- would have done  might/ could have done  Should have done  Defining Relative Clauses | * produce conditional and relative clause structures to hypothesize and describe people/things. | * write sentences expressing unreal present or past conditions. * use “should have” and “might have” to express past regret or possibilities in the past that didn’t happen. * define people and objects using relative clauses (who, which, that). | * **EXTRA PRACTICE:**   <https://test-english.com/grammar-points/b1/second-conditional-unreal-situations/>  <https://test-english.com/grammar-points/b1/third-conditional-past-unreal-situations/>  <https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-worksheet-shouldhave.pdf>   * **WORKSHEET: SECOND CONDITIONAL (MOSC)** * **AI INTEGRATED ACTİVİTY: ‘’ IF I WERE AN APP..’’** | **ONLINE PRACTICE: UNIT-9** |
| **12** | 02.12-04.12 | **UNIT 9**  **CARING AND SHARING**  Second Conditional  Third Conditional- would have done  might/ could have done  Should have done  Defining Relative Clauses  **UNIT 10- BEYOND BELIEF**  MODALS OF DEDUCTION  Probability in the Present and Future  must be, can’t be, may/might/could be  Probability in the Past  must have done  can’t have done  may/might/could have done  Continuous infinitive (He must have been joking….etc.) OMITTED | * produce conditional and relative clause structures to hypothesize and describe people/things. * use modal verbs to make logical deductions about present, past, and future situations. | * write sentences expressing unreal present or past conditions. * use “should have” and “might have” to express past regret or possibilities in the past that didn’t happen. * define people and objects using relative clauses (who, which, that) * make present/future guesses using “must be”, “might be”, “can’t be”. * use “must have” and “might have” in writing to explain past assumptions. * contrast certainty levels in deduction (e.g., must vs. might). | * **Headway Intermediate Unit test 9 (MOSC)** * **EXTRA PRACTICE:**   **<https://test-english.com/grammar-points/a2/defining-relative-clauses-who-which-that-where/3/>**   * **Worksheet: third conditional- SHOULD HAVE DONE (MOSC)** * **EXTRA PRACTICE:**   <https://test-english.com/grammar-points/b1/modal-verbs-of-deduction/2/>  <https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/modals-deductions-about-past>   * **WORKSHEET: MODALS OF DEDUCTION (MOSC)** |  |
| **13** | 09.12-11.12 | **UNIT 10- BEYOND BELIEF**  MODALS OF DEDUCTION  Probability in the Present and Future  must be, can’t be, may/might/could be  Probability in the Past  must have done  can’t have done  may/might/could have done | * use modal verbs to make logical deductions about present, past, and future situations. | * make present/future guesses using “must be”, “might be”, “can’t be”. * use “must have” and “might have” in writing to explain past assumptions. * contrast certainty levels in deduction (e.g., must vs. might). | * **EXTRA PRACTICE:**   [https://www.esl-lounge.com/student/grammar/4g3-modals-deduction-exercise.php#google\_vignette](https://www.esl-lounge.com/student/grammar/4g3-modals-deduction-exercise.php%23google_vignette)   * **Headway Intermediate Unit test 10 (MOSC)** * **AI INTEGRATED ACTİVİTY: ‘’ MODALS OF DEDUCTION’’** | **ONLINE PRACTICE: UNIT-10** |
| **14** | 16.12-18.12 | **UNIT 12**  **LIVING THE DREAM**  Reported Speech  Reported Statements, Questions, Commands and requests.  Indirect questions | * understand and apply the rules of transforming direct speech into reported speech, including appropriate tense backshifting and pronoun changes * report yes/no and WH-questions accurately, adjusting word order, auxiliaries, and tense as needed. | * convert direct speech sentences into reported speech using correct backshifted verb tenses and pronouns * explain the basic rule of backshifting and identify when it is not necessary (e.g. in present reporting or general truths). * report WH-questions and yes/no questions from a dialogue using correct reporting structure (e.g., "He asked me where I had gone," "She asked if I liked the movie"). | * **EXTRA PRACTICE:**   <https://test-english.com/grammar-points/b1/reported-speech-indirect-speech/>   * **WORKSHEET: REPORTED SPEECH (MOSC)**   **AI INTEGRATED ACTIVITY: ‘’ AI INTERVIEW ‘’** | **ONLINE PRACTICE: UNIT-12** |
| **15** | 23.12-25.12 | **UNIT 12**  **LIVING THE DREAM**  Reported Speech  Reported Statements, Questions, Commands and requests.  Indirect questions | * recognize and use a range of reporting verbs to express reported speech more precisely and appropriately in context. | * rewrite direct speech examples using an appropriate reporting verb with correct grammatical structure (e.g. verb + object + to-infinitive / verb + -ing / that-clause). * use at least 5 reporting verbs in a short written summary of a dialogue, choosing accurate structures and forms. * summarize information using reported speech in both writing and speaking. | * **Headway Intermediate Unit test 12 (MOSC)** * **EXTRA PRACTICE:**   <https://test-english.com/grammar-points/b1-b2/reporting-verbs/> |  |