

ISTANBUL GEDİK UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
PREPARATORY PROGRAM - MAIN COURSE
SYLLABUS AND PACING DOCUMENT 2026-2027

Course Structure	Five teaching days per week (Monday-Friday)
Fall Semester Resource	Cambridge Empower A2 (Elementary) and Empower B1 (Pre-intermediate)
Spring Semester Resource	Cambridge Empower B1+ (Intermediate) and Empower B2 (Upper-intermediate)
Supplementary Practice	Rootangle, unit revision materials and handouts

Course Rationale

This course is designed to equip students enrolled in the **A2 Preparatory Program** with the essential English language skills required for successful communication and future study in English-medium instruction (EMI) programs. The course integrates grammar, vocabulary, pronunciation, listening, reading, speaking, and writing within a communicative and student-centred learning environment.

The course follows the principles and proficiency descriptors of the **Common European Framework of Reference for Languages (CEFR)**. Students begin the program at approximately A1/A2 level and progress systematically through A2, B1, B1+, and B2 stages during the academic year. The course aims to establish a strong linguistic foundation during the earlier stages and gradually develop students' ability to understand, produce, and interact through increasingly complex spoken and written English.

The **Main Course** is delivered face-to-face for **five days and 16 lesson hours per week**, except in extraordinary circumstances in which face-to-face instruction is not feasible. It spans one academic year consisting of fall and spring semesters. The course is delivered in coordination with the **Reading and Writing** course, which provides additional and focused practice in academic literacy skills.

Entry Level

The expected entry level for this course is **A1/A2**.

Exit Level

By the end of the academic year, students who successfully complete this course together with the Reading and Writing course are expected to achieve a **B2 level of English proficiency**.

Course Learning Outcomes

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

- use a progressively wider range of grammatical structures accurately in spoken and written communication to express clear and appropriate meaning (1);
- recognize and correct common errors in grammar, word order, and sentence structure to improve clarity, accuracy, and fluency (2);
- use an increasingly broad range of general, topic-specific, academic, and commonly used idiomatic vocabulary in appropriate formal and informal contexts (3);
- infer the meaning of unfamiliar vocabulary from context and explain or use newly learned words accurately in spoken and written communication (4);
- understand and summarize the main ideas and relevant details in conversations, interviews, announcements, presentations, news reports, and other everyday or academic audio materials (5);
- identify speakers' purposes, attitudes, intentions, feelings, and tones in a range of familiar and increasingly complex spoken contexts (6);
- produce structured descriptions, narratives, explanations, opinions, and presentations on familiar, personal, social, and academic topics (7);
- interact with increasing fluency and spontaneity, maintain conversations, exchange information, express opinions, and explain the personal significance of experiences and events (8).

CEFR Descriptors

A2 Level

By the end of the A2 stage, students:

- can use simple grammatical structures with reasonable accuracy, although errors may occur when expressing more complex ideas (1);
- can recognize and correct basic grammar and sentence-structure errors in familiar and guided contexts (2);
- can use basic vocabulary related to everyday topics such as family, routines, shopping, food, travel, education, and local places (3);
- can infer the meaning of unfamiliar words in familiar contexts when supported by visuals, examples, simplified language, or contextual clues (4);
- can understand the main point and some specific information in short, clear messages, conversations, instructions, and announcements (5);
- can recognize basic indications of tone and intention in familiar interactions, including friendly, polite, interested, or concerned responses (6);
- can participate in short social exchanges and ask and answer questions about personal information and everyday needs (7);
- can use connected phrases and simple sentences to describe their background, family, routines, immediate environment, preferences, and experiences (8).

B1 Level

By the end of the B1 stage, students:

- can use a range of simple and some complex grammatical structures with reasonable accuracy in familiar spoken and written contexts (1);
- can notice and self-correct common grammar and sentence-structure errors in familiar or rehearsed communication (2);
- can use a sufficient range of vocabulary, including common collocations and idiomatic expressions, to discuss familiar, social, educational, and everyday topics (3);
- can infer the meaning of unfamiliar vocabulary in straightforward spoken and written texts and provide simple explanations based on context (4);

- can understand the main points and important details of standard spoken language on familiar matters, including conversations, interviews, and straightforward news reports (5);
- can identify speakers' general attitudes, intentions, and emotional states in familiar conversations and announcements (6);
- can maintain straightforward conversations, exchange information, express preferences, and give opinions on practical and familiar matters (7);
- can narrate events, describe experiences, and briefly explain opinions, reasons, goals, and future plans using connected language (8).

B1+ Level

By the end of the B1+ stage, students:

- can demonstrate good control of common grammatical structures and use both simple and complex sentences with increasing accuracy (1);
- can identify and correct grammar and sentence-structure problems in their own spoken and written production with greater independence (2);
- can actively use vocabulary related to personal interests, social issues, education, work, culture, and academic topics, including a growing range of collocations and idiomatic expressions (3);
- can infer the meaning of unfamiliar words in texts dealing with familiar and less familiar topics and explain their meanings accurately in context (4);
- can identify main ideas and significant details in clear, extended speech, including some more complex messages on familiar topics (5);
- can recognize tone, intention, emphasis, and emotional undertones in a wider range of informal and semi-formal contexts (6);
- can give detailed accounts of experiences and describe feelings and reactions while providing reasons and explanations for opinions and plans (7);
- can initiate, maintain, and close face-to-face discussions on topics related to everyday life, personal interests, education, and social issues (8).

B2 Level

By the end of the B2 stage, students:

- can use a wide range of simple and complex grammatical structures with a generally high degree of accuracy in spoken and written communication (1);
- can identify and correct errors independently and use self-correction strategies to maintain clear and effective communication (2);
- can use a broad range of general, academic, topic-specific, and idiomatic vocabulary appropriately in formal and informal contexts with limited hesitation (3);
- can infer the meaning of complex or unfamiliar vocabulary from context and provide accurate definitions, explanations, or examples (4);
- can understand and summarize the main ideas, supporting details, arguments, and examples in extended discourse and more complex audio materials on a range of topics (5);
- can recognize distinctions in tone, attitude, intention, emotion, emphasis, and persuasive purpose in both formal and informal spoken communication (6);
- can produce clear and detailed descriptions, narratives, explanations, presentations, and arguments, supporting key points with relevant examples and conclusions (7);
- can interact with sufficient fluency and spontaneity to maintain extended discussions, express and defend opinions, respond to different viewpoints, and communicate effectively with proficient speakers (8).

Course Policy

Classroom Expectations: All students are expected to treat their classmates, instructors, and the classroom environment with respect. Students should participate actively in pair work, group work, presentations, discussions, and other communicative activities. Mobile phones and other electronic devices must be set to silent mode and may only be used for educational purposes when permitted by the instructor.

Academic Integrity: Plagiarism, cheating, unauthorized collaboration, misuse of artificial intelligence tools, or any other form of academic dishonesty may result in a grade of zero for the related task, assignment, project, quiz, or examination. Further disciplinary action may be taken in accordance with university regulations. Students must clearly acknowledge sources and follow the guidance provided by their instructors when using digital or artificial intelligence tools.

Communication

Instructors are available for consultation during announced office hours or by appointment. Students are encouraged to use these opportunities to ask questions, request clarification, receive feedback, and obtain additional academic support. Official communication should be conducted through the university email system. Emails will be answered as soon as reasonably possible during working hours.

Important information may be communicated through:

- university email;
- official announcements on the School of Foreign Languages website;
- the university learning management system;
- WhatsApp notifications shared by instructors;
- verbal announcements made during lessons.

WhatsApp groups are optional and may be created by the group advisor or instructor. Students must follow appropriate standards of conduct and communication in all official written and spoken interactions.

Attendance Policy

Attendance is compulsory for all lessons. Students must attend at least **85% of the total course hours** to be eligible to take the relevant final or proficiency examinations.

Students arriving more than ten minutes late may be recorded as absent. Students who fail to meet the attendance requirement will not be permitted to take the end-of-semester or end-of-year proficiency examination, in accordance with university regulations.

Make-up Examinations and Late Submission Policy

Make-up Examinations

Make-up examinations are available only to students who provide valid official documentation, such as an approved medical report. Applications and supporting documents must be submitted within the period specified by university regulations, normally within three working days of the missed examination.

Deadlines and Late Submissions

Students are expected to follow all deadlines announced by course instructors and coordinators.

Unless otherwise announced:

- late submissions may receive a deduction of 5% for each day of delay;
- deductions may continue for a maximum of five days;
- work submitted more than five days after the deadline may receive a grade of zero.

Course Materials and Digital Tools

Students are required to obtain original copies of all compulsory coursebooks and access the required digital materials in accordance with copyright regulations.

Textbooks

The main textbooks used throughout the program are:

- **Cambridge Empower A2 - Elementary**
- **Cambridge Empower B1 - Pre-intermediate**
- **Cambridge Empower B1+ - Intermediate**
- **Cambridge Empower B2 - Upper-intermediate**

The books are used progressively according to students' level development and the pacing document. Additional worksheets, reading texts, listening materials, revision exercises, and teacher-prepared handouts may be provided when necessary.

Online Platforms and Digital Tools

Rootangle is used for online homework, supplementary practice, revision, and progress monitoring. Students are responsible for completing assigned activities within the announced deadlines.

Additional educational platforms and digital tools may be introduced by instructors. Guidance and support regarding their use will be provided when necessary.

In extraordinary circumstances, online or blended learning may be conducted through the **İGÜN Learning Management System** or another officially approved university platform.

Support for Students

Academic Support

Students experiencing difficulty with the course content are encouraged to:

- attend additional tutoring or support sessions;

- consult their instructors during office hours;
- request feedback and clarification;
- use the supplementary resources provided through Rootangle;
- contact the School of Foreign Languages management when further support is required.

Support for Students with Disabilities

The university provides reasonable accommodations and academic support for students with disabilities.

Students may contact:

- the School of Foreign Languages management;
- the School of Foreign Languages Disabled Student Unit Representative;
- the University Disabled Student Unit;
- their course instructor.

Students are encouraged to communicate their needs as early as possible so that suitable arrangements can be made.

Assessment and Grading

The final course grade is calculated through assessment components completed within the **Main Course** and **Reading and Writing** courses.

45% Midterm Examinations

Three midterm examinations are administered during the academic year. Each examination is worth 15%.

The examinations are administered following the completion of the main instructional stages:

- A2 stage;
- B1 stage;
- B1+ stage.

15% Project and Presentation

Students complete an individual or group project during the final stage of the program. The project includes a written and/or visual product and an oral presentation.

Students may be required to complete supporting documents such as:

- a project proposal;
- a group-task distribution form;
- progress records;
- self-reflection forms;

- peer-assessment forms.

The project is completed during the B2 stage and is evaluated according to an announced rubric.

15% Speaking Practice

Speaking practice consists of:

- **10% rubric-based speaking assessment:** Speaking activities are formally assessed during the A2, B1, and B1+ stages.
- **5% active participation:** Students are assessed according to their regular participation in communicative activities, discussions, pair work, group work, and classroom tasks.

10% Online Homework

Students complete assigned online activities through the **Rootangle** platform and Cambridge One. Progress reports are obtained at the end of each main level or instructional quarter. Students are responsible for completing activities accurately and within the announced deadlines.

10% Writing Practice

Students complete regular writing activities related to the course content. These may include:

- in-class writing;
- homework assignments;
- individual writing;
- pair or group writing;
- drafting and revision;
- peer-editing activities;
- reflective writing (Rubric-based writing tasks and revised work are collected in a student portfolio.)

5% Pop Quizzes

Pop quizzes are administered at unannounced times to encourage regular attendance, revision, and engagement with course content. At least one quiz may be administered each month.

Privacy and Copyright

All audio, written, visual, and video materials shared between instructors and students or among students as part of this course are considered private educational content.

Such materials must not be shared with unauthorized individuals, groups, institutions, websites, or social media platforms without obtaining appropriate permission from the School of Foreign Languages administration and/or the Rectorate.

All students and instructors are expected to follow relevant legal, institutional, ethical, privacy, and copyright requirements.

FALL SEMESTER

Empower A2 (Elementary) & Empower B1 (Pre-intermediate)

Week & Day	Units / Daily Distribution	Content	Extra Practice
Week 1 14 September - 18 September 2026	Welcome Unit 1A-1D Unit 2A-2B	Grammar: Welcome: Possessive adjectives; Question words; a/an; Regular plurals. 1A: be (positive & negative). 1B: be (questions & short answers). 2A: Present simple (positive & negative). 2B: Present simple (questions & short answers). Vocabulary: Welcome: Numbers; Alphabet; Colours; Classroom objects; Instructions. 1A: Countries & nationalities. 1B: Adjectives. 2A: Jobs. 2B: Studying; Time. Pronunciation: Welcome: Word stress.	Rootangle + Unit Revision + Handouts
Monday 14 September 2026	Welcome, 1A		
Tuesday 15 September 2026	1B VOCABULARY DAY		
Wednesday 16 September 2026	1C, 1D		
Thursday 17 September 2026	2A		

Friday 18 September 2026	2B	1A: Syllables & word stress. 1B: /k/; long & short vowels. 1C: Intonation for checking; consonant clusters. 2A: -s endings. 2B: do you. Listening: Welcome: Five conversations. 1A: A conversation about where you're from. 1B: A conversation about people you know; At the gym reception. 1D: First day of an English class. 2B: A survey about study habits. Reading: 1B: Social media posts about people you know. 1D: Online profiles. 2A: An article about Gabby Scampone; Jobs. 2B: An online forum about study habits. Speaking: 1C: Asking for and giving information; Checking understanding. Writing: 1D: Writing an online profile. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Welcome Unit 1A-1D Unit 2A-2B through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with Welcome: Possessive adjectives; Question words; a/an; Regular plurals. 1A: be (positive & negative). 1B: be (questions & short answers). 2A: Present simple (positive & negative). 2B: Present simple (questions & short. Vocabulary development focuses on Welcome: Numbers; Alphabet; Colours; Classroom objects; Instructions. 1A: Countries & nationalities. 1B: Adjectives. 2A: Jobs. 2B: Studying; Time, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of Welcome: Word stress. 1A: Syllables & word stress. 1B: /k/; long & short vowels. 1C: Intonation for checking; consonant clusters. 2A: -s endings. 2B: do you, supporting clearer and more natural spoken production. Through listening texts such as Welcome: Five conversations. 1A: A conversation about where you're from. 1B: A conversation about people you know; At the gym reception. 1D: First day of an English class. 2B: A survey and reading texts including 1B: Social media posts about people you know. 1D: Online profiles. 2A: An article about Gabby Scampone; Jobs. 2B: An online forum about study habits, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 1C:	
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Week & Day	Units / Daily Distribution	Content	Extra Practice
		Asking for and giving information; Checking understanding, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 1D: Writing an online profile, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	
Week 2 21 September - 25 September 2026	Unit 2C-2D Unit 3A-3D Unit 4A	Grammar: 2C: Present simple (asking for things and replying). 3A: Position of adverbs of frequency. 3B: have got. 4A: Countable & uncountable nouns; a/an; some/any. Vocabulary: 2C: Classroom requests. 2D: Forms and personal information. 3A: Time expressions; Common verbs. 3B: Technology. 3C: Arrangements. 3D: Invitations. 4A: Food. Pronunciation:	Rootangle + Unit Revision + Handouts
Monday 21 September 2026	2C, 2D		
Tuesday 22 September 2026	3A VOCABULARY DAY		
Wednesday 23 September 2026	3B, 3C		
Thursday 24 September 2026	3D		

Friday 25 September 2026	4A	2C: /aʊ/. 3A: /ə/, /æ/, /eɪ/. 3B: Word stress; Main stress and intonation. 3C: Main stress; Thinking about what you want to say. 4A: /i:/; /k/ and /g/. Listening: 2C: Ordering in a café. 2D: Three monologues about studying English; Teacher addressing the class. 3A: A conversation about family routines. 3B: Three conversations about gadgets. 3C: Making arrangements to go out. 3D: A monologue about someone's family. 4A: A conversation about buying food. Reading: 2D: A competition entry form. 3A: An article about an unusual workplace. 3B: An interview about using the Internet. 3D: Two informal emails. 4A: An article about world markets. Speaking: 2C: Asking for things and replying. 3C: Making arrangements. Writing: 2D: Completing a form. 3D: Writing an informal email invitation. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 2C-2D Unit 3A-3D Unit 4A through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 2C: Present simple (asking for things and replying). 3A: Position of adverbs of frequency. 3B: have got. 4A: Countable & uncountable nouns; a/an; some/any. Vocabulary development focuses on 2C: Classroom requests. 2D: Forms and personal information. 3A: Time expressions; Common verbs. 3B: Technology. 3C: Arrangements. 3D: Invitations. 4A: Food, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 2C: /aʊ/. 3A: /ə/, /æ/, /eɪ/. 3B: Word stress; Main stress and intonation. 3C: Main stress; Thinking about what you want to say. 4A: /i:/; /k/ and /g/, supporting clearer and more natural spoken production. Through listening texts such as 2C: Ordering in a café. 2D: Three monologues about studying English; Teacher addressing the class. 3A: A conversation about family routines. 3B: Three conversations about gadgets. 3C and reading texts including 2D: A competition entry form. 3A: An article about an unusual workplace. 3B: An	
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Week & Day	Units / Daily Distribution	Content	Extra Practice
		interview about using the Internet. 3D: Two informal emails. 4A: An article about world markets, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 2C: Asking for things and replying. 3C: Making arrangements, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 2D: Completing a form. 3D: Writing an informal email invitation, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	
Week 3 28 September - 2 October 2026	Unit 4B-4D Unit 5A-5D	Grammar: 4B: Quantifiers (much, many, a lot of). 5A: there is / there are. 5B: Possessive pronouns & possessive 's. Vocabulary: 4B: Cooking. 4C: Restaurants. 4D: Blogs and cooking. 5A: Places in a city. 5B: Furniture. 5C: Giving directions. 5D: Neighbourhoods. Pronunciation: 4C: Word groups. 5A: there's.	Rootangle + Unit Revision + Handouts
Monday 28 September 2026	4B, 4C		
Tuesday 29 September 2026	4D VOCABULARY DAY		
Wednesday 30 September 2026	5A, 5B		
Thursday 1 October 2026	5C		

Friday 2 October 2026	5D	5B: Vowels before r. 5C: Sentence stress. Listening: 4B: A conversation about cooking. 4C: At a restaurant. 4D: Four monologues about cooking. 5B: A conversation about a new home. 5C: On the street. 5D: Three monologues about neighbourhoods. Reading: 4B: A factfile about Albert Adrià; Two personal emails. 4D: A cooking blog. 5A: An article about an unusual town. 5B: An advertisement. 5D: A website about neighbourhoods around the world. Speaking: 4C: Ordering food in a restaurant. 5C: Asking for and giving directions. Writing: 4D: Writing a blog post. 5D: Writing a description of your neighbourhood. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 4B-4D Unit 5A-5D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 4B: Quantifiers (much, many, a lot of). 5A: there is / there are. 5B: Possessive pronouns & possessive 's. Vocabulary development focuses on 4B: Cooking. 4C: Restaurants. 4D: Blogs and cooking. 5A: Places in a city. 5B: Furniture. 5C: Giving directions. 5D: Neighbourhoods, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 4C: Word groups. 5A: there's. 5B: Vowels before r. 5C: Sentence stress, supporting clearer and more natural spoken production. Through listening texts such as 4B: A conversation about cooking. 4C: At a restaurant. 4D: Four monologues about cooking. 5B: A conversation about a new home. 5C: On the street. 5D: Three monologues about neighbourhoods and reading texts including 4B: A factfile about Albert Adrià; Two personal emails. 4D: A cooking blog. 5A: An article about an unusual town. 5B: An advertisement. 5D: A website about neighbourhoods around the world, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 4C: Ordering food in a restaurant. 5C: Asking for and giving directions, helping students use the target	
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Week & Day	Units / Daily Distribution	Content	Extra Practice
		language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 4D: Writing a blog post. 5D: Writing a description of your neighbourhood, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	
Week 4 5 October - 9 October 2026	Unit 6A-6D Unit 7A-7C	Grammar: 6A: Past simple (be). 6B: Past simple (regular & irregular verbs). 7A: Past simple (negative & questions). 7B: love / like / don't mind / hate + -ing. Vocabulary: 6A: Family; Years and dates. 6B: Past activities and hobbies. 6C: Phone messages. 6D: Life stories. 7A: Transport. 7B: Transport adjectives. 7C: Apologies. Pronunciation:	Rootangle + Unit Revision + Handouts
Monday 5 October 2026	6A, 6B		
Tuesday 6 October 2026	6C VOCABULARY DAY		
Wednesday 7 October 2026	6D, 7A		
Thursday 8 October 2026	7B		

Friday 9 October 2026	7C	6A: /ʌ/. 6B: -ed endings. 6C: /eə/. 7A: /ɜ:/. 7B: Word stress. 7C: Intonation. Listening: 6A: A conversation about a family tree. 6B: A conversation about childhood hobbies. 6C: On the phone. 6D: A monologue about someone's life. 7A: A conversation about travelling. 7B: A conversation about transport in Moscow. 7C: On the train. Reading: 6B: An article about Steve Jobs. 6D: A life story. 7A: Three stories about holidays. 7B: A webpage about city transport. 7C: Two online profiles; An email from Ahmed. Speaking: 6C: Leaving voicemail messages. 7C: Saying Excuse me and I'm sorry. Writing: 6D: Writing a life story. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 6A-6D Unit 7A-7C through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 6A: Past simple (be). 6B: Past simple (regular & irregular verbs). 7A: Past simple (negative & questions). 7B: love / like / don't mind / hate + -ing. Vocabulary development focuses on 6A: Family; Years and dates. 6B: Past activities and hobbies. 6C: Phone messages. 6D: Life stories. 7A: Transport. 7B: Transport adjectives. 7C: Apologies, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 6A: /ʌ/. 6B: -ed endings. 6C: /eə/. 7A: /ɜ:/. 7B: Word stress. 7C: Intonation, supporting clearer and more natural spoken production. Through listening texts such as 6A: A conversation about a family tree. 6B: A conversation about childhood hobbies. 6C: On the phone. 6D: A monologue about someone's life. 7A: A conversation about travelling. 7B: A and reading texts including 6B:	
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Week & Day	Units / Daily Distribution	Content	Extra Practice
		An article about Steve Jobs. 6D: A life story. 7A: Three stories about holidays. 7B: A webpage about city transport. 7C: Two online profiles; An email from Ahmed, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 6C: Leaving voicemail messages. 7C: Saying Excuse me and I'm sorry, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 6D: Writing a life story, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	
WEEK 5 EVENT ALERT - MINGLE EVENT			
Week 5 12 October - 16 October 2026	Unit 7D Unit 8A-8D Unit 9A-9B	Grammar: 8A: can / can't / could / couldn't. 8B: have to / don't have to. 9A: Present continuous. 9B: Present simple vs. Present continuous. Vocabulary: 7D: Homestays. 8A: Sport and exercise. 8B: Parts of the body; Appearance. 8C: Health. 8D: Free-time activities. 9A: Shopping; Money. 9B: Clothes. Pronunciation:	Rootangle + Unit Revision + Handouts
Monday 12 October 2026	7D, 8A		
Tuesday 13 October 2026	8B VOCABULARY DAY		
Wednesday 14 October 2026	8C, 8D		
Thursday 15 October 2026	9A		

Friday 16 October 2026	9B	8A: /u:/ and /ʊ/. 8B: Word stress. 9A: Compound nouns. 9B: Syllables. Listening: 7D: A conversation about choosing a homestay. 8A: A podcast about marathon training. 8B: Two monologues about exercise. 8C: At the gym. 8D: A conversation about a free-time activity. 9A: Four phone conversations. 9B: Two phone conversations. Reading: 8A: An article about Jonnie Peacock. 8B: An article about HIIT. 8D: An email and a blog article. 9A: Two posts about living abroad. 9B: Text messages about clothes. Speaking: 8C: Expressing sympathy. Writing: 8D: Writing an article. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 7D Unit 8A-8D Unit 9A-9B through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 8A: can / can't / could / couldn't. 8B: have to / don't have to. 9A: Present continuous. 9B: Present simple vs. Present continuous. Vocabulary development focuses on 7D: Homestays. 8A: Sport and exercise. 8B: Parts of the body; Appearance. 8C: Health. 8D: Free-time activities. 9A: Shopping; Money. 9B: Clothes, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 8A: /u:/ and /ʊ/. 8B: Word stress. 9A: Compound nouns. 9B: Syllables, supporting clearer and more natural spoken production. Through listening texts such as 7D: A conversation about choosing a homestay. 8A: A podcast about marathon training. 8B: Two monologues about exercise. 8C: At the gym. 8D: A conversation about a free-time activity. 9A and reading texts including 8A: An article about Jonnie Peacock. 8B: An article about HIIT. 8D: An email and a blog article. 9A: Two posts about living abroad. 9B: Text messages about clothes, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 8C:	
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Week & Day	Units / Daily Distribution	Content	Extra Practice
		Expressing sympathy, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 8D: Writing an article, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	
Week 6 19 October - 23 October 2026	Unit 9C-9D Unit 10A-10D Unit 11A	Grammar: 10A: Comparative adjectives. 10B: Superlative adjectives. 11A: Present perfect. Vocabulary: 9C: Clothes shopping. 9D: Gifts. 10A: Technology. 10B: Languages; Large numbers. 10C: Asking for help. 10D: Opinions. 11A: Films and TV programmes. Pronunciation: 9C: Joining words.	Rootangle + Unit Revision + Handouts
Monday 19 October 2026	9C, 9D		
Tuesday 20 October 2026	10A VOCABULARY DAY		
Wednesday 21 October 2026	10B, 10C		
Thursday 22 October 2026	10D		

Friday 23 October 2026	11A	10A: Sentence stress. 10B: Word stress. 10C: Main stress and intonation. 11A: Sentence stress. Listening: 9C: Shopping for clothes. 9D: Four monologues about giving presents. 10A: A conversation about phones. 10B: A radio programme about languages. 10C: Asking for help. 10D: Three monologues about text messages. 11A: A conversation about a magazine quiz. Reading: 9D: Two thank-you emails. 10A: An online discussion about headphones. 10B: A blog about languages. 10D: Text messages; Social media posts. 11A: Three fact files about actors. Speaking: 10C: Asking for help. Writing: 9D: Writing a thank-you email. 10D: Writing an opinion post. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 9C-9D Unit 10A-10D Unit 11A through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 10A: Comparative adjectives. 10B: Superlative adjectives. 11A: Present perfect. Vocabulary development focuses on 9C: Clothes shopping. 9D: Gifts. 10A: Technology. 10B: Languages; Large numbers. 10C: Asking for help. 10D: Opinions. 11A: Films and TV programmes, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 9C: Joining words. 10A: Sentence stress. 10B: Word stress. 10C: Main stress and intonation. 11A: Sentence stress, supporting clearer and more natural spoken production. Through listening texts such as 9C: Shopping for clothes. 9D: Four monologues about giving presents. 10A: A conversation about phones. 10B: A radio programme about languages. 10C: Asking for help. 10D: Three monologues and reading texts including 9D: Two thank-you emails. 10A: An online discussion about headphones. 10B: A blog about languages. 10D: Text messages; Social media posts. 11A: Three fact files about actors,	
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Week & Day	Units / Daily Distribution	Content	Extra Practice
		students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 10C: Asking for help, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 9D: Writing a thank-you email. 10D: Writing an opinion post, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	
Week 7 26 October - 30 October 2026	Unit 11B-11D Unit 12A-12D	Grammar: 11B: Present perfect vs. Past simple. 12A: be going to. 12B: should / shouldn't. Vocabulary: 11B: Music. 11C: Opinions. 11D: Reviews. 12A: Geography. 12B: Travel collocations. 12C: Travel and tourism. Pronunciation: 11B: Syllables. 11C: Main stress and intonation. 12A: Word stress. 12B: should / shouldn't. 12C: Consonant clusters.	Rootangle + Unit Revision + Handouts
Monday 26 October 2026	11B, 11C		
Tuesday 27 October 2026	11D VOCABULARY DAY		
Wednesday 28 October 2026	12A, 12B		
Thursday 29 October 2026 OFFICIAL HOLIDAY	12C MAKE-UP: NOVEMBER 9		

Friday 30 October 2026	12C 12D	Listening: 11B: A conversation about music in Budapest. 11C: A night out. 11D: A conversation about a film. 12A: Two conversations about holidays. 12B: Two monologues about travel. 12C: A prize holiday. 12D: A conversation about a planned holiday. Reading: 11B: An article about Budapest. 11D: Three film reviews. 12A: A webpage about holidays. 12B: An article about living in a different country. 12D: An email with travel advice; An email asking for travel advice. Speaking: 11C: Asking for and expressing opinions. 12C: Checking in at a hotel; Asking for tourist information. Writing: 11D: Writing a film review. 12D: Writing an email giving travel advice. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 11B-11D Unit 12A-12D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 11B: Present perfect vs. Past simple. 12A: be going to. 12B: should / shouldn't. Vocabulary development focuses on 11B: Music. 11C: Opinions. 11D: Reviews. 12A: Geography. 12B: Travel collocations. 12C: Travel and tourism, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 11B: Syllables. 11C: Main stress and intonation. 12A: Word stress. 12B: should / shouldn't. 12C: Consonant clusters, supporting clearer and more natural spoken production. Through listening texts such as 11B: A conversation about music in Budapest. 11C: A night out. 11D: A conversation about a film. 12A: Two conversations about holidays. 12B: Two monologues about travel. 12C: A prize and reading texts including 11B: An article about Budapest. 11D: Three film reviews. 12A: A webpage about holidays. 12B: An article about living in a different country. 12D: An email with travel advice; An email, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 11C: Asking for and expressing opinions. 12C: Checking in at a hotel; Asking for tourist information, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop	
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Week & Day	Units / Daily Distribution	Content	Extra Practice
		learners' ability to produce 11D: Writing a film review. 12D: Writing an email giving travel advice, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	
Exam Week 2 November - 6 November 2026	Exam Week	MIDTERM EXAM WEEK 1ST MIDTERM: NOVEMBER 3, TUESDAY	As announced
EMPOWER B1 PRE-INTERMEDIATE			
Week 8 9 November - 13 November 2026	Welcome Unit 1A-1D Unit 2A-2B	Grammar: 1A: Question forms 1B: Present simple and present continuous 2A: Past simple 2B: Past continuous Vocabulary: 1A: Common adjectives 1B: Adverbs 2A: Tourism 2B: Travel collocations Pronunciation: 1A: Syllables and word stress; Sentence stress 1B: Long and short vowels 1C: Sentence stress	Rootangle + Unit Revision + Handouts
Monday 9 November 2026	Welcome, 1A		
Tuesday 10 November 2026	1B VOCABULARY DAY		
Wednesday 11 November 2026	1C, 1D		
Thursday 12 November 2026	2A		

Friday 13 November 2026	2B	2A: -ed endings 2B: Sentence stress; Vowel sounds 2C: Connected speech Listening: 1A: Three conversations at a party 1B: Four monologues about technology and communication 1C: Meeting an old friend 1D: Conversation: keeping in touch 2A: Audio diary: Yes Man Changed My Life 2B: Monologue: a bad flight Reading: 1A: Article: Small Talk 1B: Article: The Fast and the Furious 1D: Three personal emails 2A: Diary article: Yes Man Changed My Life 2B: Two news stories about travel problems Speaking: 1C: Greeting people; Ending conversations 2C: Asking for information in a public place Writing: 1D: Writing a personal email 2D: Writing a travel blog UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Welcome Unit 1A-1D Unit 2A-2B through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 1A: Question forms 1B: Present simple and present continuous 2A: Past simple 2B: Past continuous. Vocabulary development focuses on 1A: Common adjectives 1B: Adverbs 2A: Tourism 2B: Travel collocations, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 1A: Syllables and word stress; Sentence stress 1B: Long and short vowels 1C: Sentence stress 2A: -ed endings 2B: Sentence stress; Vowel sounds 2C: Connected speech, supporting clearer and more natural spoken production. Through listening texts such as 1A: Three conversations at a party 1B: Four monologues about technology and communication 1C: Meeting an old friend 1D: Conversation: keeping in touch 2A: Audio diary: Yes Man Changed My and reading texts including 1A: Article: Small Talk 1B: Article: The Fast and the Furious 1D: Three personal emails 2A: Diary article: Yes Man Changed My Life 2B: Two news stories about travel problems, students practise identifying main ideas, specific details, attitudes, and contextual meaning.	
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Week & Day	Units / Daily Distribution	Content	Extra Practice
		Communicative activities focus on 1C: Greeting people; Ending conversations 2C: Asking for information in a public place, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 1D: Writing a personal email 2D: Writing a travel blog, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	
Week 9 16 November - 20 November 2026	Unit 2C-2D Unit 3A-3D Unit 4A	Grammar: 2C: Asking for information in a public place. 3A: Present perfect or past simple. 3B: Present perfect with already and yet. 4A: Present continuous and be going to. Vocabulary: 2C: Public places. 2D: Travel blogs. 3A: Money and shopping. 3B: make / do / give collocations. 3C: Shopping. 3D: Charity. 4A: Clothes and appearance. Pronunciation:	Rootangle + Unit Revision + Handouts
Monday 16 November 2026	2C, 2D		
Tuesday 17 November 2026	3A VOCABULARY DAY		
Wednesday 18 November 2026	3B, 3C		
Thursday 19 November 2026	3D		

Friday 20 November 2026	4A	2C: Connected speech. 3B: /dʒ/ and /j/. 3C: Sentence stress. 4A: going to. Listening: 2C: At the train station. 2D: Conversation: travelling to Australia. 3A: Radio report: stories from a sales day. 3B: Radio programme: Ways of Life. 3C: Shopping for a present. 3D: Four monologues: supporting charity. 4A: Interview: May Ball. 4A: Audio blog: Indian wedding. Reading: 2D: Travel blog. 3A: Questionnaire: Sales Season - Can You Say No? 3B: Article: Get Happy - Give Your Money Away! 3D: Email: update on raising money for charity. 4A: Article: Life in Numbers. Speaking: 2C: Asking for information in a public place. 3C: Talking to people in shops; Paying at the till. Writing: 2D: Writing a travel blog. 3D: Writing an update email. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 2C-2D Unit 3A-3D Unit 4A through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 2C: Asking for information in a public place. 3A: Present perfect or past simple. 3B: Present perfect with already and yet. 4A: Present continuous and be going to. Vocabulary development focuses on 2C: Public places. 2D: Travel blogs. 3A: Money and shopping. 3B: make / do / give collocations. 3C: Shopping. 3D: Charity. 4A: Clothes and appearance, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 2C: Connected speech. 3B: /dʒ/ and /j/. 3C: Sentence stress. 4A: going to, supporting clearer and more natural spoken production. Through listening texts such as 2C: At the train station. 2D: Conversation: travelling to Australia. 3A: Radio report: stories from a sales day. 3B: Radio programme: Ways of Life. 3C: Shopping for a present. 3D: Four and reading	
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Week & Day	Units / Daily Distribution	Content	Extra Practice
		texts including 2D: Travel blog. 3A: Questionnaire: Sales Season - Can You Say No? 3B: Article: Get Happy - Give Your Money Away! 3D: Email: update on raising money for charity. 4A: Article: Life in, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 2C: Asking for information in a public place. 3C: Talking to people in shops; Paying at the till, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 2D: Writing a travel blog. 3D: Writing an update email, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	
WEEK 10 EVENT ALERT - QUIZ SHOW			
Week 10 23 November - 27 November 2026	Unit 4B-4D Unit 5A-5D	Grammar: 4B: will / won't / would / shall. 5A: must / have to / can. 5B: will and might (predictions). Vocabulary: 4B: Adjectives; Places. 4C: Social arrangements. 4D: Invitations. 5A: Work. 5B: Jobs. 5C: Offers and suggestions. 5D: Job applications. Pronunciation: 4B: want and won't.	Rootangle + Unit Revision + Handouts
Monday 23 November 2026	4B, 4C		
Tuesday 24 November 2026	4D VOCABULARY DAY		
Wednesday 25 November 2026	5A, 5B		
Thursday 26 November 2026	5C		

Friday 27 November 2026	5D	4C: Sentence stress. 5A: Word stress. 5B: /ɪ/. 5C: Stressed and unstressed modals. Listening: 4B: Conversation: Mike and Harry in Tokyo. 4C: Planning to meet: birthday dinner. 4D: Three monologues: socialising. 5A: Three monologues: cool jobs. 5B: Three interviews: at a career fair. 5C: Leaving work early. 5D: Conversation: part-time jobs. Reading: 4D: Two emails: invitations. 5A: Infographic: The Coolest Jobs. 5B: Article: Planning a Safe Future Career. 5D: Email: job application. Speaking: 4C: Making plans; Making time to think. 5C: Making offers and suggestions. Writing: 4D: Writing an invitation. 5D: Writing a job application. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 4B-4D Unit 5A-5D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 4B: will / won't / would / shall. 5A: must / have to / can. 5B: will and might (predictions). Vocabulary development focuses on 4B: Adjectives; Places. 4C: Social arrangements. 4D: Invitations. 5A: Work. 5B: Jobs. 5C: Offers and suggestions. 5D: Job applications, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 4B: want and won't. 4C: Sentence stress. 5A: Word stress. 5B: /ɪ/. 5C: Stressed and unstressed modals, supporting clearer and more natural spoken production. Through listening texts such as 4B: Conversation: Mike and Harry in Tokyo. 4C: Planning to meet: birthday dinner. 4D: Three monologues: socialising. 5A: Three monologues: cool jobs. 5B: Three interviews: at a career fair and reading texts including 4D: Two emails: invitations. 5A: Infographic: The Coolest Jobs. 5B: Article: Planning a Safe Future Career. 5D: Email: job application, students practise identifying main ideas, specific details, attitudes, and contextual meaning.	
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Week & Day	Units / Daily Distribution	Content	Extra Practice
		Communicative activities focus on 4C: Making plans; Making time to think. 5C: Making offers and suggestions, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 4D: Writing an invitation. 5D: Writing a job application, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	
Week 11 30 November - 4 December 2026	Unit 6A-6D Unit 7A-7C	Grammar: 6A: Imperatives; should. 6B: Uses of to + infinitive. 7A: Comparatives and superlatives. 7B: used to. Vocabulary: 6A: Verbs with dependent prepositions. 6B: -ed / -ing adjectives. 6C: Giving advice. 6D: Advice emails. 7A: get collocations. 7B: Health collocations. 7C: Health problems and treatments. Pronunciation:	Rootangle + Unit Revision + Handouts
Monday 30 November 2026	6A, 6B		
Tuesday 1 December 2026	6C VOCABULARY DAY		
Wednesday 2 December 2026	6D, 7A		
Thursday 3 December 2026	7B		

Friday 4 December 2026	7C	6A: /u:/ and /ʊ/. 6B: -ed endings; Word stress. 6C: Main stress. 7B: used to / didn't use to. 7C: Intonation for asking questions. Listening: 6B: Two interviews: Sharks Saved My Life. 6C: Advising a friend. 6D: Three monologues: problems. 7A: Two radio monologues: One Minute Inspiration. 7B: At the doctor's office. Reading: 6A: Article: How to Deal with Life's Little Problems. 6B: Article: Sharks Saved My Life. 6D: Wiki: advice for learners of English. 7A: Quotes: life changes. 7B: Article: Health: 1970s and Today. Speaking: 6C: Asking for and giving advice. 7C: Describing symptoms; Showing concern and relief; Responding to questions. Writing: 6D: Writing an email giving advice. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 6A-6D Unit 7A-7C through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 6A: Imperatives; should. 6B: Uses of to + infinitive. 7A: Comparatives and superlatives. 7B: used to. Vocabulary development focuses on 6A: Verbs with dependent prepositions. 6B: -ed / -ing adjectives. 6C: Giving advice. 6D: Advice emails. 7A: get collocations. 7B: Health collocations. 7C: Health problems and treatments, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 6A: /u:/ and /ʊ/. 6B: -ed endings; Word stress. 6C: Main stress. 7B: used to / didn't use to. 7C: Intonation for asking questions, supporting clearer and more natural spoken production. Through listening texts such as 6B: Two interviews: Sharks Saved My Life. 6C: Advising a friend. 6D: Three monologues: problems. 7A: Two radio monologues: One Minute Inspiration. 7B: At the doctor's office and reading texts including 6A: Article: How to Deal with Life's Little Problems. 6B: Article: Sharks Saved My Life. 6D: Wiki: advice for learners of English. 7A: Quotes: life changes. 7B: Article: Health: 1970s and, students practise identifying main ideas, specific	
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Week & Day	Units / Daily Distribution	Content	Extra Practice
		details, attitudes, and contextual meaning. Communicative activities focus on 6C: Asking for and giving advice. 7C: Describing symptoms; Showing concern and relief; Responding to questions, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 6D: Writing an email giving advice, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	
Week 12 7 December - 11 December 2026	Unit 7D Unit 8A-8D Unit 9A-9B	Grammar: 8A: Passive: present simple & past simple. 8B: Present perfect with for and since. 9A: First conditional. 9B: Verb patterns. Vocabulary: 7D: Achievements. 8A: Art, music and literature. 8B: Sports and leisure activities. 8C: Apologies. 8D: Book reviews. 9A: Degree subjects; Education collocations. 9B: Verbs followed by to infinitive / verb + -ing. Pronunciation:	Rootangle + Unit Revision + Handouts
Monday 7 December 2026	7D, 8A		
Tuesday 8 December 2026	8B VOCABULARY DAY		
Wednesday 9 December 2026	8C, 8D		
Thursday 10 December 2026	9A		

Friday 11 December 2026	9B	8A: Word stress. 8C: Intonation for continuing or finishing. 9A: Word groups. Listening: 7D: Three monologues: making a change. 8B: Radio programme: Superfans. 8C: Accepting an apology. 8D: Three monologues: book reviews. 9A: Five monologues: study habits. 9B: Radio interview: shyness. Reading: 7D: Blog: Living to Change. 8A: Article: Six of the Best, Biggest, and Most Popular. 8D: Four book reviews. 9A: Article: Unusual Degrees. 9B: Article: The Not-So-Easy Lives of Celebrities. Speaking: 8C: Apologising; Making and accepting excuses. Writing: 7D: Writing a blog. 8D: Writing a book review. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 7D Unit 8A-8D Unit 9A-9B through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 8A: Passive: present simple & past simple. 8B: Present perfect with for and since. 9A: First conditional. 9B: Verb patterns. Vocabulary development focuses on 7D: Achievements. 8A: Art, music and literature. 8B: Sports and leisure activities. 8C: Apologies. 8D: Book reviews. 9A: Degree subjects; Education collocations. 9B: Verbs followed by to infinitive / verb +, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 8A: Word stress. 8C: Intonation for continuing or finishing. 9A: Word groups, supporting clearer and more natural spoken production. Through listening texts such as 7D: Three monologues: making a change. 8B: Radio programme: Superfans. 8C: Accepting an apology. 8D: Three monologues: book reviews. 9A: Five monologues: study habits. 9B: Radio interview and reading texts including 7D: Blog: Living to Change. 8A: Article: Six of the Best, Biggest, and Most Popular. 8D: Four book reviews. 9A: Article: Unusual Degrees. 9B: Article: The Not-So-Easy Lives of Celebrities, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus	
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Week & Day	Units / Daily Distribution	Content	Extra Practice
		on 8C: Apologising; Making and accepting excuses, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 7D: Writing a blog. 8D: Writing a book review, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	
Week 13 14 December - 18 December 2026	Unit 9C-9D Unit 10A-10D Unit 11A	Grammar: 10A: Second conditional. 10B: Quantifiers (too, not enough). 11A: Defining relative clauses. Vocabulary: 9C: Telephone calls. 9D: Personal profiles. 10A: Multi-word verbs. 10B: Noun formation. 10C: Complaints. 10D: Apologies. 11A: Compound nouns. Pronunciation: 10A: Sentence stress: vowel sounds.	Rootangle + Unit Revision + Handouts
Monday 14 December 2026	9C, 9D		
Tuesday 15 December 2026	10A VOCABULARY DAY		
Wednesday 16 December 2026	10B, 10C		
Thursday 17 December 2026	10D		

Friday 18 December 2026	11A	10B: Word stress. 10C: Verbs and nouns. 10D: Sentence stress. 11A: Word stress: compound nouns. Listening: 9C: Calling people on the phone. 9D: Conversation: online courses. 10A: Radio news: illegal downloading. 10B: Radio news: Complaints Around the World. 10C: Returning goods to a shop. 10D: Three monologues: rudeness. 11A: Podcast: From Fiction to Fact. Reading: 9D: Two student profiles. 10B: Article: The Biggest Complainers in Europe. 10D: Three emails: apologies. 11A: Article: Science Fiction Through the Years. Speaking: 9C: Calling people you don't know; Calling people you know. 10C: Returning goods and making complaints. Writing: 9D: Writing a personal profile. 10D: Writing an apology email. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 9C-9D Unit 10A-10D Unit 11A through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 10A: Second conditional. 10B: Quantifiers (too, not enough). 11A: Defining relative clauses. Vocabulary development focuses on 9C: Telephone calls. 9D: Personal profiles. 10A: Multi-word verbs. 10B: Noun formation. 10C: Complaints. 10D: Apologies. 11A: Compound nouns, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 10A: Sentence stress: vowel sounds. 10B: Word stress. 10C: Verbs and nouns. 10D: Sentence stress. 11A: Word stress: compound nouns, supporting clearer and more natural spoken production. Through listening texts such as 9C: Calling people on the phone. 9D: Conversation: online courses. 10A: Radio news: illegal downloading. 10B: Radio news: Complaints Around the World. 10C: Returning goods to a shop. 10D and reading texts including 9D: Two student profiles. 10B: Article: The Biggest Complainers in Europe. 10D: Three emails: apologies. 11A: Article: Science Fiction Through the Years, students	
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Week & Day	Units / Daily Distribution	Content	Extra Practice
		practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 9C: Calling people you don't know; Calling people you know. 10C: Returning goods and making complaints, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 9D: Writing a personal profile. 10D: Writing an apology email, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	
Week 14 21 December - 25 December 2026	Unit 11B-11D Unit 12A-12D	Grammar: 11B: Articles. 12A: Past perfect. 12B: Reported speech. Vocabulary: 11B: Adverbials: luck and chance. 11C: Directions in a building. 11D: Opinions. 12A: Animals. 12B: Personality adjectives. 12C: Agreeing and disagreeing. 12D: Stories. Pronunciation: 11B: Word stress: adverbials.	Rootangle + Unit Revision + Handouts
Monday 21 December 2026	11B, 11C		
Tuesday 22 December 2026	11D VOCABULARY DAY		
Wednesday 23 December 2026	12A, 12B		
Thursday 24 December 2026	12C		

Friday 25 December 2026	12D	11C: /ɔ:/ and /ɜ:/. 12A: /ɪ/, /aɪ/ and /ɔɪ/. 12B: Sentence stress: that. 12C: Main stress: contrastive. Listening: 11B: Lost in a building. 11D: Radio call-in: inventions of the future. 12A: Radio news: Willie the Parrot. 12B: Three monologues: sibling rivalry. 12C: A difference of opinion. 12D: Radio report: Hurricane Harvey. Reading: 11B: Article: Lucky Discoveries. 11D: Four opinion posts: important inventions. 12A: Article: Jambo's Story. 12B: Article: Brothers and Sisters: The Facts. 12D: Article: Houston's Storm Bakers. Speaking: 11C: Asking for and giving directions in a building; Checking information. 12C: Agreeing and disagreeing. Writing: 11D: Writing an opinion post. 12D: Writing a short story. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 11B-11D Unit 12A-12D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 11B: Articles. 12A: Past perfect. 12B: Reported speech. Vocabulary development focuses on 11B: Adverbials: luck and chance. 11C: Directions in a building. 11D: Opinions. 12A: Animals. 12B: Personality adjectives. 12C: Agreeing and disagreeing. 12D: Stories, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 11B: Word stress: adverbials. 11C: /ɔ:/ and /ɜ:/. 12A: /ɪ/, /aɪ/ and /ɔɪ/. 12B: Sentence stress: that. 12C: Main stress: contrastive, supporting clearer and more natural spoken production. Through listening texts such as 11B: Lost in a building. 11D: Radio call-in: inventions of the future. 12A: Radio news: Willie the Parrot. 12B: Three monologues: sibling rivalry. 12C: A difference of opinion. 12D: Radio and reading texts including 11B: Article: Lucky Discoveries. 11D: Four opinion posts: important inventions. 12A: Article: Jambo's Story. 12B: Article: Brothers and Sisters: The Facts. 12D: Article: Houston's Storm, students	
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Week & Day	Units / Daily Distribution	Content	Extra Practice
		practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 11C: Asking for and giving directions in a building; Checking information. 12C: Agreeing and disagreeing, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 11D: Writing an opinion post. 12D: Writing a short story, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	

MIDTERM II - DECEMBER 29, 2026

EARLY PROFICIENCY EXAM - JANUARY 6, 2027

SPRING SEMESTER

Empower B1+ (Intermediate) & Empower B2 (Upper-intermediate)

Week & Day	Units / Daily Distribution	Content	Extra Practice
Week 1 1 February - 5 February 2027	Unit 1A-1D Unit 2A-2B	Grammar: 1A: Subject and object questions. 1B: Present simple and present continuous. 2A: Present perfect and past simple. 2B: Present perfect and present continuous. Vocabulary: 1A: Friendship and communication. 1B: Gradable and extreme adjectives. 2A: Work. 2B: Technology. Pronunciation: 1A: Word stress. 1B: Word stress: extreme adjectives. 1C: Word groups. 2A: Present perfect and past simple. 2B: Sentence stress: main verb / auxiliary verb. Listening: 1A: Three monologues: Online friendships.	Rootangle + Unit Revision + Handouts
Monday 1 February 2027	1A, 1B		
Tuesday 2 February 2027	1C VOCABULARY DAY		
Wednesday 3 February 2027	1D		
Thursday 4 February 2027	2A		

Week & Day	Units / Daily Distribution	Content	Extra Practice
Friday 5 February 2027	2B ACADEMIC ENGLISH	1C: At the flower shop. 1D: Conversation: learning vocabulary. 2A: Radio show: likeability. Reading: 1A: But are they real friends? 1B: Can you really learn a language in 22 hours? 1D: What kind of learner are you? 2A: Not the best interview I've ever had! 2B: What's your favourite app? Speaking: 1C: Giving and responding to opinions; Using me too / me neither. Writing: 1D: A guide: Introducing a purpose; Referring pronouns. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 1A-1D Unit 2A-2B through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 1A: Subject and object questions. 1B: Present simple and present continuous. 2A: Present perfect and past simple. 2B: Present perfect and present continuous. Vocabulary development focuses on 1A: Friendship and communication. 1B: Gradable and extreme adjectives. 2A: Work. 2B: Technology, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 1A: Word stress. 1B: Word stress: extreme adjectives. 1C: Word groups. 2A: Present perfect and past simple. 2B: Sentence stress: main verb / auxiliary verb, supporting clearer and more natural spoken production. Through listening texts such as 1A: Three monologues: Online friendships. 1C: At the flower shop. 1D: Conversation: learning vocabulary. 2A: Radio show: likeability and reading texts including 1A: But are they real friends? 1B: Can you really learn a language in 22 hours? 1D: What kind of learner are you? 2A: Not the best interview I've ever had! 2B: What's your favourite app?, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 1C: Giving and responding to opinions; Using me too / me neither, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 1D: A guide: Introducing a purpose; Referring pronouns, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	

Week & Day	Units / Daily Distribution	Content	Extra Practice
Week 2 8 February - 12 February 2027	Unit 2C-2D Unit 3A-3D	Grammar: 3A: Narrative tenses. 3B: used to, usually. Vocabulary: 3A: Relationships. 3B: Multi-word verbs. Pronunciation: 2C: Sentence stress.	Rootangle + Unit Revision + Handouts
Monday 8 February 2027	2C, 2D	3A: Linking sounds. 3B: Sentence stress: multi-word verbs. 3C: Stress in word groups.	
Tuesday 9 February 2027	3A VOCABULARY DAY	Listening: 2C: A problem. 2D: Conversation: life changes. 3B: Two monologues: being a twin.	
Wednesday 10 February 2027	3B	3C: A mistake. 3D: Conversation: great-grandparents.	
Thursday 11 February 2027	3C	Reading:	

Week & Day	Units / Daily Distribution	Content	Extra Practice
Friday 12 February 2027	3D ACADEMIC ENGLISH	2D: An email about a new job. 3A: 60 years and 1,000 miles: How a word game brought two unlikely people together. 3B: Twin tales. 3D: An email about how great-grandparents met. Speaking: 2C: Making and responding to suggestions; Sounding sympathetic or pleased. 3C: Reacting to what people say; Telling a story. Writing: 2D: An informal email: Adding new information. 3D: A biography: Describing time. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 2C-2D Unit 3A-3D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 3A: Narrative tenses. 3B: used to, usually. Vocabulary development focuses on 3A: Relationships. 3B: Multi-word verbs, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 2C: Sentence stress. 3A: Linking sounds. 3B: Sentence stress: multi-word verbs. 3C: Stress in word groups, supporting clearer and more natural spoken production. Through listening texts such as 2C: A problem. 2D: Conversation: life changes. 3B: Two monologues: being a twin. 3C: A mistake. 3D: Conversation: great-grandparents and reading texts including 2D: An email about a new job. 3A: 60 years and 1,000 miles: How a word game brought two unlikely people together. 3B: Twin tales. 3D: An email about how great-grandparents met, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 2C: Making and responding to suggestions; Sounding sympathetic or pleased. 3C: Reacting to what people say; Telling a story, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 2D: An informal email: Adding new information. 3D: A biography: Describing time, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	

Week & Day	Units / Daily Distribution	Content	Extra Practice
Week 3 15 February - 19 February 2027	Unit 4A-4D Unit 5A-5B	Grammar: 4A: Modals and phrases of ability. 4B: Articles. 5A: Future forms. 5B: Zero and first conditionals. Vocabulary: 4A: Ability. 4B: Personality adjectives. 5A: Environmental issues. 5B: The natural world. Pronunciation: 4A: Stress with modal verbs. 4C: Intonation in question tags. 5A: Sound and spelling: a. 5B: Consonant clusters. Listening: 4A: Radio show: successful people. 4B: Two monologues: personality types. 4C: Asking for help.	Rootangle + Unit Revision + Handouts
Monday 15 February 2027	4A, 4B		
Tuesday 16 February 2027	4C VOCABULARY DAY		
Wednesday 17 February 2027	4D		
Thursday 18 February 2027	5A		

Week & Day	Units / Daily Distribution	Content	Extra Practice
Friday 19 February 2027	5B ACADEMIC ENGLISH	4D: Three monologues: websites. 5A: Conversation: an environmental project. 5B: Interview: inventions inspired by nature. Reading: 4A: When will I be famous? 4B: Why the world needs introverts. 4D: Three online adverts. 5A: Web page: The Whitley Fund for Nature. 5B: Animals have adapted to survive everywhere. Speaking: 4C: Question tags; Offering and asking for help. Writing: 4D: An informal online advert: The language of adverts. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 4A-4D Unit 5A-5B through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 4A: Modals and phrases of ability. 4B: Articles. 5A: Future forms. 5B: Zero and first conditionals. Vocabulary development focuses on 4A: Ability. 4B: Personality adjectives. 5A: Environmental issues. 5B: The natural world, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 4A: Stress with modal verbs. 4C: Intonation in question tags. 5A: Sound and spelling: a. 5B: Consonant clusters, supporting clearer and more natural spoken production. Through listening texts such as 4A: Radio show: successful people. 4B: Two monologues: personality types. 4C: Asking for help. 4D: Three monologues: websites. 5A: Conversation: an environmental project. 5B: Interview and reading texts including 4A: When will I be famous? 4B: Why the world needs introverts. 4D: Three online adverts. 5A: Web page: The Whitley Fund for Nature. 5B: Animals have adapted to survive everywhere, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 4C: Question tags; Offering and asking for help, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 4D: An informal online advert: The language of adverts, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	

Week & Day	Units / Daily Distribution	Content	Extra Practice
EVENT ALERT - VOCABULARY COMPETITION			
Week 4 22 February - 26 February 2027	Unit 5C-5D Unit 6A-6D	Grammar: 6A: Modals of obligation. 6B: Comparatives and superlatives. Vocabulary: 6A: Compound nouns. 6B: Describing food. Pronunciation: 5C: Voiced and unvoiced consonants. 6A: Word stress: compound nouns. 6B: Sound and spelling: /ʃ/ and /tʃ/. 6C: Sounding interested. Listening: 5C: Talking about possible jobs. 5D: Monologue: rescuing whales. 6A: Three monologues: culture shock. 6B: Radio show: vending machines in Japan. 6C: A special gift. 6D: Three monologues: special occasions. Reading:	Rootangle + Unit Revision + Handouts
Monday 22 February 2027	5C, 5D		
Tuesday 23 February 2027	6A VOCABULARY DAY		
Wednesday 24 February 2027	6B		
Thursday 25 February 2027	6C		

Week & Day	Units / Daily Distribution	Content	Extra Practice
Friday 26 February 2027	6D ACADEMIC ENGLISH	5D: An essay about water pollution. 6A: Culture shock? There's an app to deal with that. 6B: Hungry adventures. 6D: Reviews of a café. Speaking: 5C: Giving reasons, results and examples; Giving yourself time to think. 6C: Asking for and giving recommendations; Expressing surprise. Writing: 5D: A discussion essay: Organising an essay; Signposting language. 6D: Two reviews: Positive and negative language; Adverbs. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 5C-5D Unit 6A-6D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 6A: Modals of obligation. 6B: Comparatives and superlatives. Vocabulary development focuses on 6A: Compound nouns. 6B: Describing food, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 5C: Voiced and unvoiced consonants. 6A: Word stress: compound nouns. 6B: Sound and spelling: /ʃ/ and /tʃ/. 6C: Sounding interested, supporting clearer and more natural spoken production. Through listening texts such as 5C: Talking about possible jobs. 5D: Monologue: rescuing whales. 6A: Three monologues: culture shock. 6B: Radio show: vending machines in Japan. 6C: A special gift. 6D: Three monologues and reading texts including 5D: An essay about water pollution. 6A: Culture shock? There's an app to deal with that. 6B: Hungry adventures. 6D: Reviews of a café, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 5C: Giving reasons, results and examples; Giving yourself time to think. 6C: Asking for and giving recommendations; Expressing surprise, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 5D: A discussion essay: Organising an essay; Signposting language. 6D: Two reviews: Positive and negative language; Adverbs, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	

Week & Day	Units / Daily Distribution	Content	Extra Practice
Week 5 - 1 March - 5 March 2027	Unit 7A-7D Unit 8A-8B	Grammar: 7A: Modals of deduction. 7B: Quantifiers. 8A: Reported speech. 8B: Verb patterns. Vocabulary: 7A: Buildings. 7B: Verbs and prepositions. 8A: Sharing information. 8B: Reporting verbs. Pronunciation: 7A: Modal verbs: final /t/ and /d/ sounds. 7B: Sentence stress: verbs and prepositions. 7C: Sounding polite. 8A: Sound and spelling: /g/ and /k/. Listening: 7A: Four monologues: describing buildings. 7B: Conversation: comparing life in a town and a city.	Rootangle + Unit Revision + Handouts
Monday 1 March 2027	7A, 7B		
Tuesday 2 March 2027	7C VOCABULARY DAY		
Wednesday 3 March 2027	7D		
Thursday 4 March 2027	8A		

Week & Day	Units / Daily Distribution	Content	Extra Practice
Friday 5 March 2027	8B ACADEMIC ENGLISH	7C: Visiting a friend's family. 7D: Conversation: a holiday in Florida. 8A: Podcast: Pod-on-pod. 8B: Interview: fake reviews. Reading: 7A: A more personal place to stay. 7B: Five reasons why small towns are better than cities. 7D: Top five things to do ... in and around Miami, Florida; A note. 8A: Thinking of making a podcast? Just give it a try! 8B: The restaurant that wasn't there. Speaking: 7C: Making offers and requests and asking for permission; Imagining people's feelings. Writing: 7D: A note with useful information: Offering choices. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 7A-7D Unit 8A-8B through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 7A: Modals of deduction. 7B: Quantifiers. 8A: Reported speech. 8B: Verb patterns. Vocabulary development focuses on 7A: Buildings. 7B: Verbs and prepositions. 8A: Sharing information. 8B: Reporting verbs, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 7A: Modal verbs: final /t/ and /d/ sounds. 7B: Sentence stress: verbs and prepositions. 7C: Sounding polite. 8A: Sound and spelling: /g/ and /k/, supporting clearer and more natural spoken production. Through listening texts such as 7A: Four monologues: describing buildings. 7B: Conversation: comparing life in a town and a city. 7C: Visiting a friend's family. 7D: Conversation: a holiday in Florida. 8A: Podcast and reading texts including 7A: A more personal place to stay. 7B: Five reasons why small towns are better than cities. 7D: Top five things to do ... in and around Miami, Florida; A note. 8A: Thinking of making a, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 7C: Making offers and requests and asking for permission; Imagining people's feelings, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 7D: A note with useful information: Offering choices, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	

Week & Day	Units / Daily Distribution	Content	Extra Practice
8 March - 12 March 2027		RAMADAN (OFFICIAL HOLIDAY)	AS ANNOUNCED
Week 6 15 March - 19 March 2027	Unit 8C-8D Unit 9A-9C	Grammar: 9A: The passive. 9B: Defining and non-defining relative clauses. Vocabulary: 9A: -ed / -ing adjectives. 9B: Music; Word-building (nouns). Pronunciation: 8C: Sound and spelling: /h/ and /w/. 9A: Sound and spelling: final -ed in adjectives. 9B: Relative clauses: pausing; Word stress. 9C: Showing contrast. Listening: 8C: A job interview. 8D: Monologue: a news story. 9A: Conversation: film trailers. 9B: Three monologues: musical experiences. 9C: Planning an evening out. Reading:	Rootangle + Unit Revision + Handouts
Monday 15 March 2027	8C		
Tuesday 16 March 2027	8D VOCABULARY DAY		
Wednesday 17 March 2027	9A		
Thursday 18 March 2027	9B		

Week & Day	Units / Daily Distribution	Content	Extra Practice
Friday 19 March 2027	9C ACADEMIC ENGLISH	8D: A news story. 9A: To binge or not to binge ... 9B: The three best music festivals you've probably never heard of Speaking: 8C: Generalising; Being vague. 9C: Recommending and responding; Asking someone to wait. Writing: 8D: An email about a news story: Summarising information. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 8C-8D Unit 9A-9C through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 9A: The passive. 9B: Defining and non-defining relative clauses. Vocabulary development focuses on 9A: -ed / -ing adjectives. 9B: Music; Word-building (nouns), enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 8C: Sound and spelling: /h/ and /w/. 9A: Sound and spelling: final -ed in adjectives. 9B: Relative clauses: pausing; Word stress. 9C: Showing contrast, supporting clearer and more natural spoken production. Through listening texts such as 8C: A job interview. 8D: Monologue: a news story. 9A: Conversation: film trailers. 9B: Three monologues: musical experiences. 9C: Planning an evening out and reading texts including 8D: A news story. 9A: To binge or not to binge ... 9B: The three best music festivals you've probably never heard of, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 8C: Generalising; Being vague. 9C: Recommending and responding; Asking someone to wait, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 8D: An email about a news story: Summarising information, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	
Week 7 22 March - 26 March 2027	Unit 9D Unit 10A-10D	Grammar: 10A: Second conditional. 10B: Third conditional. Vocabulary:	Rootangle + Unit Revision

Week & Day	Units / Daily Distribution	Content	Extra Practice
Monday 22 March 2027	9D	10A: Sport; Adjectives and prepositions. 10B: Expressions with do, make and take. Pronunciation:	+ Handouts
Tuesday 23 March 2027	10A VOCABULARY DAY	10A: Sentence stress: would. 10B: Sentence stress: would and have. 10C: Sounding sure and unsure. Listening:	
Wednesday 24 March 2027	10B	9D: Two monologues: live music. 10A: Conversation: trying new activities. 10C: Making a marriage proposal.	
Thursday 25 March 2027	10C	10D: Monologue: volunteering. Reading: 9D: A blog about staying at home.	

Week & Day	Units / Daily Distribution	Content	Extra Practice
Friday 26 March 2027	10D ACADEMIC ENGLISH	10B: Searching for serendipity. 10D: A web page about volunteering; Emails giving advice. Speaking: 10C: Talking about possible problems and reassuring someone; Changing the subject. Writing: 9D: An article about a form of entertainment: Contrasting ideas; The structure of an article. 10D: An email with advice: Advising a course of action. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 9D Unit 10A-10D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 10A: Second conditional. 10B: Third conditional. Vocabulary development focuses on 10A: Sport; Adjectives and prepositions. 10B: Expressions with do, make and take, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 10A: Sentence stress: would. 10B: Sentence stress: would and have. 10C: Sounding sure and unsure, supporting clearer and more natural spoken production. Through listening texts such as 9D: Two monologues: live music. 10A: Conversation: trying new activities. 10C: Making a marriage proposal. 10D: Monologue: volunteering and reading texts including 9D: A blog about staying at home. 10B: Searching for serendipity. 10D: A web page about volunteering; Emails giving advice, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 10C: Talking about possible problems and reassuring someone; Changing the subject, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 9D: An article about a form of entertainment: Contrasting ideas; The structure of an article. 10D: An email with advice: Advising a course of action, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	
Exam Week 29 March - 2 April 2027	Exam Week	MIDTERM EXAM WEEK 3RD MIDTERM: MARCH 30, TUESDAY	As announced
EMPOWER UPPER INTERMEDIATE			

Week & Day	Units / Daily Distribution	Content	Extra Practice
Week 8 5 April - 9 April 2027	Unit 1A-1D Unit 2A-2C	Grammar: 1A: Review of tenses. 1B: Questions. 2A: Narrative tenses. 2B: Future time clauses and conditionals. Vocabulary: 1A: Character adjectives. 1B: Trying and succeeding. 2A: Expressions with get. 2B: Animals and the environment. Pronunciation: 1A: The letter e; Word stress. 1C: Rapid speech. 2A: Sound and spelling: g. 2C: Intonation in question tags. Listening: 1A: Conversation about Jocelyn Bell-Burnell.	Rootangle + Unit Revision + Handouts
Monday 5 April 2027	1A, 1B		
Tuesday 6 April 2027	1C VOCABULARY DAY		
Wednesday 7 April 2027	1D, 2A		
Thursday 8 April 2027	2B		

Friday
9 April
2027

2C

ACADEMIC ENGLISH

1B: Podcast: The 30-day challenge.
1C: Starting a new job.
1D: Conversation about technology.
2A: Conversation about a survival situation.
2B: Interview: The Tiger.
2C: Cooking for a friend.

Reading:

1A: Protector of the sea and The woman who reinvented children's TV.
1B: Interviews: 30-day challenge.
1D: Tech free!
2A: Lost at sea.
2B: How to survive ... an animal attack.

Speaking:

1C: Explaining a process; Checking understanding.
2C: Giving compliments and responding.

Writing:

1D: Article: Organising an article.

UNIT OVERVIEW:

This unit block integrates the language and communication targets covered in Unit 1A-1D Unit 2A-2C through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 1A: Review of tenses. 1B: Questions. 2A: Narrative tenses. 2B: Future time clauses and conditionals. Vocabulary development focuses on 1A: Character adjectives. 1B: Trying and succeeding. 2A: Expressions with get. 2B: Animals and the environment, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 1A: The letter e; Word stress. 1C: Rapid speech. 2A: Sound and spelling: g. 2C: Intonation in question tags, supporting clearer and more natural spoken production. Through listening texts such as 1A: Conversation about Jocelyn Bell-Burnell. 1B: Podcast: The 30-day challenge. 1C: Starting a new job. 1D: Conversation about technology. 2A: Conversation about a survival situation. 2B and reading texts including 1A: Protector of the sea and The woman who reinvented children's TV. 1B: Interviews: 30-day challenge. 1D: Tech free! 2A: Lost at sea. 2B: How to survive ... an animal attack, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 1C: Explaining a process; Checking understanding. 2C: Giving compliments and responding, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 1D: Article: Organising an article, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are

Week & Day	Units / Daily Distribution	Content	Extra Prac-tice
		expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	
Week 9 12 April - 16 April 2027	Unit 2D Unit 3A-3D Unit 4A-4B	Grammar: 3A: Multi-word verbs. 3B: Present perfect and present perfect continuous. 4A: used to and would. 4B: Obligation and permission. Vocabulary: 3A: Ability and achievement. 3B: Words connected with sport. 4A: Cause and result. 4B: Talking about difficulty. Pronunciation: 3A: Word stress. 3C: Sound and spelling: Consonant sounds. 4B: Sound and spelling: u. Listening: 2D: Talking about getting lost. 3A: Conversation: learning experiences. 3B: Radio programme: The sports gene.	Rootangle + Unit Revi- sion + Handouts
Monday 12 April 2027	2D, 3A		
Tuesday 13 April 2027	3B VOCABULARY DAY		
Wednesday 14 April 2027	3C, 3D		
Thursday 15 April 2027	4A		

Friday 16 April 2027	4B ACADEMIC ENGLISH	3C: Making wedding plans. 3D: Interviews about sport. 4A: Interview: Psychology of money; Two monologues: Life-changing events. 4B: Two monologues: training for a job. Reading: 2D: Leaflet: Be wise and survive. 3A: Learning to learn. 3B: Born to be the best; Three articles about athletes. 3D: Fitness: Seattle snapshot. 4A: Two texts about life-changing events that helped people become rich. 4B: Training for the emergency frontline. Speaking: 3C: Planning a party. Writing: 2D: Guidelines: Organising guidelines in a leaflet. 3D: Article describing data: Describing data. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 2D Unit 3A-3D Unit 4A-4B through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 3A: Multi-word verbs. 3B: Present perfect and present perfect continuous. 4A: used to and would. 4B: Obligation and permission. Vocabulary development focuses on 3A: Ability and achievement. 3B: Words connected with sport. 4A: Cause and result. 4B: Talking about difficulty, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 3A: Word stress. 3C: Sound and spelling: Consonant sounds. 4B: Sound and spelling: u, supporting clearer and more natural spoken production. Through listening texts such as 2D: Talking about getting lost. 3A: Conversation: learning experiences. 3B: Radio programme: The sports gene. 3C: Making wedding plans. 3D: Interviews about sport. 4A: Interview: Psychology and reading texts including 2D: Leaflet: Be wise and survive. 3A: Learning to learn. 3B: Born to be the best; Three articles about athletes. 3D: Fitness: Seattle snapshot. 4A: Two texts about life-changing events that, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 3C: Planning a party, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 2D: Guidelines: Organising guidelines in a leaflet. 3D: Article describing data: Describing data, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	
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Week & Day	Units / Daily Distribution	Content	Extra Practice
Week 10 19 April - 23 April 2027	Unit 4C-4D Unit 5A-5D Unit 6A	Grammar: 5A: Future probability. 5B: Future perfect and future continuous. 6A: Infinitives and -ing forms.	Rootangle + Unit Revision + Handouts
Monday 19 April 2027	4C, 4D	Vocabulary: 5A: Adjectives describing attitude. 5B: The natural world. 6A: Travel and tourism.	
Tuesday 20 April 2027	5A VOCABULARY DAY	Pronunciation: 4C: Contrastive stress. 5A: Sound and spelling: th. 5C: Intonation groups.	
Wednesday 21 April 2027	5B, 5C	6A: Consonant clusters. Listening: 4C: Presenting photos.	
Thursday 22 April 2027	5D, 6A	4D: Three monologues: living in different places. 5A: Monologue: What are your chances? 5B: Conversation: talking about work.	

Friday
23 April
2027

OFFICIAL HOLIDAY

5C: Money problems.

5D: News reports: environmental problems.

6A: Two monologues about sightseeing tours.

Reading:

4D: Advert for being an international student 'buddy'.

5A: Quiz: Are you an optimist or a pessimist?; Why we think we're going to have a long and happy life.

5B: Quiz: The unknown continent; Cooking in Antarctica.

5D: Essay about protecting the environment.

6A: Website about four tourist destinations; Website: Where to go?

Speaking:

4C: Describing photos; Expressing careful disagreement.

5C: Explaining and responding to an idea for a café.

Writing:

4D: Job application: Giving a positive impression.

5D: For and against essay: Arguing for and against an idea.

UNIT OVERVIEW:

This unit block integrates the language and communication targets covered in Unit 4C-4D Unit 5A-5D Unit 6A through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 5A: Future probability. 5B: Future perfect and future continuous. 6A: Infinitives and -ing forms. Vocabulary development focuses on 5A: Adjectives describing attitude. 5B: The natural world. 6A: Travel and tourism, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 4C: Contrastive stress. 5A: Sound and spelling: th. 5C: Intonation groups. 6A: Consonant clusters, supporting clearer and more natural spoken production. Through listening texts such as 4C: Presenting photos. 4D: Three monologues: living in different places. 5A: Monologue: What are your chances? 5B: Conversation: talking about work. 5C: Money problems. 5D: News reports and reading texts including 4D: Advert for being an international student 'buddy'. 5A: Quiz: Are you an optimist or a pessimist?; Why we think we're going to have a long and happy life. 5B: Quiz: The unknown, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 4C: Describing photos; Expressing careful disagreement. 5C: Explaining and responding to an idea for a café, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 4D: Job application: Giving a positive impression. 5D: For and against essay: Arguing for and against an idea, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the

Week & Day	Units / Daily Distribution	Content	Extra Practice
		target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	
Week 11 26 April - 30 April 2027	Unit 6B-6D Unit 7A-7D	Grammar: 6B: The passive. 7A: too / enough; so / such. 7B: Causative have / get. Vocabulary: 6B: Describing changes. 7A: Describing life in cities. 7B: Film and TV; Houses. Pronunciation: 6C: Consonant sounds. 7B: Sound and spelling: o. 7C: Stress in compound nouns. Listening: 6B: Interview: disappearing languages. 6C: Asking for a favour. 6D: Conversation: a trip to the Grand Canyon. 7A: Interview: 'Smart' cities; Two monologues talking about 'smart' cities. 7B: Two monologues: house renovations.	Rootangle + Unit Revision + Handouts
Monday 26 April 2027	6B, 6C		
Tuesday 27 April 2027	6D VOCABULARY DAY		
Wednesday 28 April 2027	7A, 7B		
Thursday 29 April 2027	7C		

Week & Day	Units / Daily Distribution	Content	Extra Practice
Friday 30 April 2027	7D ACADEMIC ENGLISH	7C: Flat hunting. 7D: Interviews about a new shopping centre. Reading: 6B: Danger! Dying languages. 6D: Travel blog: Around the Grand Canyon. 7A: Quick - slow down! 7B: Who puts the 'real' in reality TV? 7D: Email: complaining about an important issue. Speaking: 6C: Asking for a favour. 7C: Designing and describing a new room. Writing: 6D: Travel blog: Using descriptive language. 7D: Email of complaint: Using formal language. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 6B-6D Unit 7A-7D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 6B: The passive. 7A: too / enough; so / such. 7B: Causative have / get. Vocabulary development focuses on 6B: Describing changes. 7A: Describing life in cities. 7B: Film and TV; Houses, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 6C: Consonant sounds. 7B: Sound and spelling: o. 7C: Stress in compound nouns, supporting clearer and more natural spoken production. Through listening texts such as 6B: Interview: disappearing languages. 6C: Asking for a favour. 6D: Conversation: a trip to the Grand Canyon. 7A: Interview: 'Smart' cities; Two monologues talking about 'smart' cities. 7B and reading texts including 6B: Danger! Dying languages. 6D: Travel blog: Around the Grand Canyon. 7A: Quick - slow down! 7B: Who puts the 'real' in reality TV? 7D: Email: complaining about an important issue, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 6C: Asking for a favour. 7C: Designing and describing a new room, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 6D: Travel blog: Using descriptive language. 7D: Email of complaint: Using formal language, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	

Week & Day	Units / Daily Distribution	Content	Extra Prac-tice
EVENT ALERT : DEBATE			
Week 12 3 May - 7 May 2027	Unit 8A-8D Unit 9A-9B	Grammar: 8A: First and second conditionals. 8B: Third conditional; should have + past participle. 9A: Relative clauses. 9B: Reported speech; Reporting verbs. Vocabulary: 8A: Money and finance. 8B: Crime. 9A: Health. 9B: Verbs describing thought and knowledge. Pronunciation: 8B: Stressed and unstressed words; Sound and spelling: 1. 8C: Word groups.	Rootangle + Unit Revi-sion + Handouts
Monday 3 May 2027	8A, 8B		
Tuesday 4 May 2027	8C VOCABULARY DAY		
Wednesday 5 May 2027	8D		
Thursday 6 May 2027	9A,B		

Friday 7 May 2027	9C, 9D ACADEMIC ENGLISH	9A: Sound and spelling: ui. 9C: Linking and intrusion. Listening: 8A: Radio programme: personal finance. 8B: Three monologues about honesty. 8C: Going to the bank. 8D: Conversation about a TV programme. 9A: Conversation about inventions. 9B: Conversation about an email hoax. Reading: 8A: Is it time to give up on cash? 8B: Newspaper article: The honesty experiment. 8D: Review: Crime with a smile. 9A: Too good to be true? 9B: The rise and fall of Barry Minkow. Speaking: 8C: Talking about hopes and worries. Writing: 8D: Review: Organising a review. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 8A-8D Unit 9A-9B through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 8A: First and second conditionals. 8B: Third conditional; should have + past participle. 9A: Relative clauses. 9B: Reported speech; Reporting verbs. Vocabulary development focuses on 8A: Money and finance. 8B: Crime. 9A: Health. 9B: Verbs describing thought and knowledge, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 8B: Stressed and unstressed words; Sound and spelling: l. 8C: Word groups. 9A: Sound and spelling: ui. 9C: Linking and intrusion, supporting clearer and more natural spoken production. Through listening texts such as 8A: Radio programme: personal finance. 8B: Three monologues about honesty. 8C: Going to the bank. 8D: Conversation about a TV programme. 9A: Conversation about inventions. 9B: Conversation and reading texts including 8A: Is it time to give up on cash? 8B: Newspaper article: The honesty experiment. 8D: Review: Crime with a smile. 9A: Too good to be true? 9B: The rise and fall of Barry Minkow, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 8C: Talking about hopes and worries, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 8D: Review: Organising a review, with attention to	
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Week & Day	Units / Daily Distribution	Content	Extra Practice
		organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	
Week 13 - 10 May - 14 May 2027	Unit 10A-10D	Grammar: 10A: Past modals of deduction. 10B: Wishes and regrets. Vocabulary: 10A: Adjectives with prefixes. 10B: Verbs of effort. Pronunciation: 9C: Linking and intrusion. 10A: Word stress. 10B: Linking. 10C: Consonant clusters. Listening: 9C: Finding the perfect flat. 9D: Four monologues about alternative medicine. 10A: Interview about Dan Cooper. 10B: Two monologues: pursuing a dream.	As announced
Monday 10 May 2027	10A, B		
Tuesday 11 May 2027	10C, D		
Wednesday 12 May 2027	PROJECT PRESENTATIONS		
Thursday 13 May 2027	PEER EVALUATION, SELF-REFLECTION, FEEDBACK		

Week & Day	Units / Daily Distribution	Content	Extra Practice
Friday 14 May 2027	FEEDBACK, GRADING	10C: Celebrating good news. 10D: Conversation about goals. Reading: 9D: Essay: The value of alternative medicine. 10A: Story: The man who disappeared; Blog: The Wreck of the Titan. 10B: Dream to help. 10D: Story: Rosa's diary: The ultimate goal. Speaking: 9C: Giving and receiving surprises. 10C: Telling an important piece of news. Writing: 9D: Opinion essay: Presenting a series of arguments. 10D: Story: Making a story interesting. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 9C-9D Unit 10A-10D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy by working with 10A: Past modals of deduction. 10B: Wishes and regrets. Vocabulary development focuses on 10A: Adjectives with prefixes. 10B: Verbs of effort, enabling learners to discuss the unit themes with greater precision and flexibility. Pronunciation work raises awareness of 9C: Linking and intrusion. 10A: Word stress. 10B: Linking. 10C: Consonant clusters, supporting clearer and more natural spoken production. Through listening texts such as 9C: Finding the perfect flat. 9D: Four monologues about alternative medicine. 10A: Interview about Dan Cooper. 10B: Two monologues: pursuing a dream. 10C: Celebrating good news. 10D and reading texts including 9D: Essay: The value of alternative medicine. 10A: Story: The man who disappeared; Blog: The Wreck of the Titan. 10B: Dream to help. 10D: Story: Rosa's diary: The ultimate goal, students practise identifying main ideas, specific details, attitudes, and contextual meaning. Communicative activities focus on 9C: Giving and receiving surprises. 10C: Telling an important piece of news, helping students use the target language fluently and appropriately in meaningful situations. Writing tasks develop learners' ability to produce 9D: Opinion essay: Presenting a series of arguments. 10D: Story: Making a story interesting, with attention to organization, purpose, register, and cohesion. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills in increasingly independent and confident communication.	

Week & Day	Units / Daily Distribution	Content	Extra Practice
	OFFICIAL HOLIDAY	EID EL-ADHA	AS ANNOUNCED

Date of Preparation: 31.07.2026