

ISTANBUL GEDİK UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
PREPARATORY PROGRAM - MAIN COURSE

B1 PROGRAM SYLLABUS AND PACING DOCUMENT 2026-2027

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

Course Rationale

This course is designed to equip students enrolled in the B1 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 B1 level and progress systematically through 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 B1.

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

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 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 **IGÜN 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:

- 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 B1 (Pre-intermediate) & Empower B1+ (Intermediate)

Week & Day	Units / Daily Distribution	Content	Extra Practice
Week 1 14 September - 18 September 2026	Unit 1A-1D Unit 2A	Grammar: 1A: Question forms. 1B: Present simple and present continuous. 2A: Past simple.	Rootangle + Unit Revision + Handouts
Monday 14 September 2026	1A	Vocabulary: 1A: Common adjectives.	
Tuesday 15 September 2026	1B VOCABULARY DAY	1B: Adverbs. 2A: Tourism. Pronunciation:	

Week & Day	Units / Daily Distribution	Content	Extra Practice
Wednesday 16 September 2026	1C	1A: Syllables and word stress; Sentence stress. 1B: Long and short vowels.	
Thursday 17 September 2026	1D	1C: Sentence stress. 2A: -ed endings. Listening:	
Friday 18 September 2026	2A	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. Reading: 1A: Article: Small Talk. 1B: Article: The Fast and the Furious. 1D: Three personal emails. 2A: Diary article: Yes Man Changed My Life. Speaking: 1C: Meeting people and ending conversations; Showing interest. Writing: 1D: Personal email: Correcting mistakes. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 1A-1D Unit 2A through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures.	
Week 2 21 September - 25 September 2026	Unit 2B-2D Unit 3A-3B	Grammar: 2B: Past continuous. 3A: Present perfect or past simple. 3B: Present perfect with already and yet. Vocabulary: 2B: Travel collocations. 3A: Money and shopping. 3B: make / do / give collocations. Pronunciation: 2B: Sentence stress; Vowel sounds. 2C: Connected speech.	Rootangle + Unit Revision + Handouts
Monday 21 September 2026	2B		
Tuesday 22 September 2026	2C VOCABULARY DAY		
Wednesday 23 September 2026	2D		

Week & Day	Units / Daily Distribution	Content	Extra Practice
Thursday 24 September 2026	3A	3B: Sound and spelling: /dʒ/ and /j/. Listening:	
Friday 25 September 2026	3B	2B: Monologue: a bad flight. 2C: At the train station. 2D: Conversation: travelling to Australia. 3A: Radio report: stories from a sales day. 3B: Radio programme: Ways of Life. Reading: 2B: Two news stories about travel problems. 2D: Travel blog. 3A: Questionnaire: Sales Season - Can You Say No? 3B: Article: Get Happy - Give Your Money Away! Speaking: 2C: Asking for information in a public place; Asking for more information. Writing: 2D: Travel blog: Linking words. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 2B-2D Unit 3A-3B through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, connected speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally.	
Week 3 28 September - 2 October 2026	Unit 3C-3D Unit 4A-4C	Grammar: 4A: Present continuous and be going to. 4B: will / won't / would / shall.	Rootangle + Unit Revision + Handouts
Monday 28 September 2026	3C	Vocabulary: 4A: Clothes and appearance. 4B: Adjectives: places.	
Tuesday 29 September 2026	3D VOCABULARY DAY	Pronunciation: 3C: Sentence stress. 4A: Sound and spelling: going to.	

Week & Day	Units / Daily Distribution	Content	Extra Practice
Wednesday 30 September 2026	4A	4B: Sound and spelling: want and won't. 4C: Sentence stress.	
Thursday 1 October 2026	4B	Listening: 3C: Shopping for a present. 3D: Four monologues: supporting charity.	
Friday 2 October 2026	4C	4A: Interview: May Ball; Audio blog: Indian wedding. 4B: Conversation: Mike and Harry in Tokyo. 4C: Planning to meet: birthday dinner. Reading: 3D: Email: update on raising money for charity. 4A: Article: Life in Numbers. 4D: Two emails: invitations. Speaking: 3C: Talking to people in shops; Changing your mind. 4C: Making plans; Making time to think. Writing: 3D: Update email: Paragraphing. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 3C-3D Unit 4A-4C through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, connected speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally.	
Week 4 5 October - 9 October 2026	Unit 4D Unit 5A-5D	Grammar: 5A: must / have to / can. 5B: will and might for predictions.	Rootangle + Unit Revision + Handouts
Monday 5 October 2026	4D	Vocabulary: 5A: Work. 5B: Jobs.	
Tuesday 6 October 2026	5A VOCABULARY DAY	Pronunciation: 5A: Word stress. 5B: Sound and spelling: /ʃ/.	

Week & Day	Units / Daily Dis- tribution	Content	Extra Prac- tice
Wednesday 7 October 2026	5B	5C: Stressed/unstressed modals; Vowel sounds. Listening:	
Thursday 8 October 2026	5C	4D: Three monologues: socialising. 5A: Three monologues: cool jobs. 5B: Three interviews: at a career fair.	
Friday 9 October 2026	5D	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: 5C: Reassurance; Offers and suggestions. Writing: 4D: An invitation: Writing and replying. 5D: Job application: Organising an email. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 4D Unit 5A-5D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary devel- opment enables learners to discuss the unit themes with greater precision, range, and ap- propriacy. Pronunciation activities raise awareness of word stress, sentence stress, connect- ed speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally.	
WEEK 5 EVENT ALERT - MINGLE EVENT			
Week 5 12 October - 16 October 2026	Unit 6A-6D Unit 7A	Grammar: 6A: Imperative; should. 6B: Uses of to + infinitive. 7A: Comparatives and superlatives.	Rootangle + Unit Revi- sion +
Monday 12 October 2026	6A	Vocabulary:	

Week & Day	Units / Daily Distribution	Content	Extra Practice
Tuesday 13 October 2026	6B VOCABULARY DAY	6A: Verbs with dependent prepositions. 6B: -ed / -ing adjectives. 7A: get collocations.	Handouts
Wednesday 14 October 2026	6C	Pronunciation: 6A: Sound and spelling: /u:/ and /ʊ/. 6B: -ed endings; Word stress.	
Thursday 15 October 2026	6D	6C: Main stress. Listening:	
Friday 16 October 2026	7A	6B: Two interviews: Sharks Saved My Life (Part 2) / Skydiving accident. 6C: Advising a friend. 6D: Three monologues: problems. 7A: Two radio monologues: One Minute Inspiration: Steven Adams; Selena Gomez. Reading: 6A: Article: How to Deal with Life's Little Problems. 6B: Article: Sharks Saved My Life (Part 1). 6D: Wiki: advice for learners of English. 7A: Quotes: life changes. Speaking: 6C: Showing sympathy; Asking for and giving advice. 7A: Comparing yourself in the past and now; Life-changing events. Writing: 6D: Message giving advice: Linking; ordering ideas and giving examples. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 6A-6D Unit 7A through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy.	
Week 6 19 October - 23 October 2026	Unit 7B-7D Unit 8A-8B	Grammar: 7B: used to. 8A: The passive: present simple and past simple. 8B: Present perfect with for and since.	Rootangle + Unit Revision +
Monday 19 October 2026	7B	Vocabulary:	

Week & Day	Units / Daily Distribution	Content	Extra Practice
Tuesday 20 October 2026	7C VOCABULARY DAY	7B: Health collocations. 7C: Health problems and treatments. 8A: Art, music, and literature.	Handouts
Wednesday 21 October 2026	7D	8B: Sports and leisure activities. Pronunciation: 7B: Sound and spelling: used to / didn't use to. 7C: Intonation for asking questions.	
Thursday 22 October 2026	8A	8A: Word stress.	
Friday 23 October 2026	8B	Listening: 7C: At the doctor's office. 7D: Three monologues: making a change. 8B: Radio programme: Superfans. Reading: 7B: Article: Health: 1970s and Today. 7D: Blog: Living to Change. 8A: Article: Six of the Best, Biggest, and Most Popular. Speaking: 7C: Describing symptoms; Showing concern and relief; Responding to questions. Writing: 7D: Blog: changes/achievements: Linking; ordering events. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 7B-7D Unit 8A-8B through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, connected speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally. Through the listening and reading texts, students practise identifying main ideas, specific details, attitudes, purpose, contextual meaning, and the organization of information.	
Week 7 26 October - 30 October 2026	Unit 8C-8D Unit 9A-9D	Grammar: 9A: First conditional. 9B: Verb patterns.	Rootangle + Unit Revi-

Week & Day	Units / Daily Distribution	Content	Extra Practice
Monday 26 October 2026	8C, 8D	Vocabulary: 9A: Degree subjects; Education collocations. 9B: Verbs followed by to + infinitive / verb + -ing. Pronunciation: 8C: Intonation for continuing or finishing. 9A: Word groups. 9C: Main stress: contrastive. Listening: 8C: Accepting an apology. 8D: Three monologues: book reviews. 9A: Five monologues: study habits. 9B: Radio interview: shyness. 9C: Calling people on the phone. 9D: Conversation: online courses. Reading: 8D: Four book reviews. 9A: Article: Unusual Degrees. 9B: Article: The Not-So-Easy Lives of Celebrities. 9D: Two student profiles. Speaking: 8C: Apologising; Making and accepting excuses. 9C: Calling people on the phone; Dealing with problems on the phone. Writing: 8D: Book review: Positive and negative comments; Linking: although, however. 9D: Personal profile: Avoiding repetition. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 8C-8D Unit 9A-9D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy.	sion + Handouts
Tuesday 27 October 2026	9A VOCABULARY DAY		
Wednesday 28 October 2026	9B		
Thursday 29 October 2026 OFFICIAL HOLIDAY	9C MAKE-UP: NOVEMBER 9		
Friday 30 October 2026	9C 9D		
Exam Week 2 November - 6 November 2026	Exam Week	MIDTERM EXAM WEEK 1ST MIDTERM: NOVEMBER 3, TUESDAY	As announced

Week & Day	Units / Daily Distribution	Content	Extra Practice
EMPOWER B1 PRE-INTERMEDIATE			
Week 8 9 November - 13 November 2026	B1: Unit 10A-10D	Grammar: 10A: Second conditional. 10B: too, enough. Vocabulary: 10A: The body. 10B: Similarities and differences. Pronunciation: 10A: Sentence stress. 10B: Sentence stress: too and enough. 10C: Intonation. Listening: 10A: Radio programme: sleeping. 10B: Monologue: left-handed people. 10C: Visiting a friend in hospital. 10D: Three conversations: good deeds. Reading: 10A: Article: Why We Need to Sleep. 10B: Article: The Left-Handed Advantage? 10D: Two online posts about helping people. Speaking: 10C: Visiting someone in hospital; Asking after someone. Writing: 10D: Online post: Organising a text. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in B1: Unit 10A-10D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy.	Rootangle + Unit Revision + Handouts
Monday 9 November 2026	B1: 10A		
Tuesday 10 November 2026	B1: 10B VOCABULARY DAY		
Wednesday 11 November 2026	B1: 10C		
Thursday 12 November 2026	B1: 10D		
Friday 13 November 2026	Consolidation / Revision		
Week 9 16 November - 20 November 2026	B1: Unit 11A-11D	Grammar: 11A: Present passive. 11B: Past passive.	Rootangle + Unit Revi-

Week & Day	Units / Daily Dis-tribution	Content	Extra Prac-tice
Monday 16 November 2026	B1: 11A	Vocabulary: 11A: Crime. 11B: Verbs describing crime. Pronunciation: 11A: Sentence stress. 11B: Word stress. 11C: Contrastive stress. Listening: 11A: Radio programme: crime prevention. 11B: Police interview. 11C: Reporting a theft. 11D: Radio interview: prison life. Reading: 11A: Article: Crime Prevention. 11B: News report. 11D: Opinion article about prisons. Speaking: 11C: Reporting a theft; Checking information. Writing: 11D: Opinion paragraph: Giving reasons. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in B1: Unit 11A-11D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, connected speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally. Through the listening and reading texts, students practise identifying main ideas, specific details, attitudes, purpose, contextual meaning, and the organization of information.	sion + Handouts
Tuesday 17 November 2026	B1: 11B VOCABULARY DAY		
Wednesday 18 November 2026	B1: 11C		
Thursday 19 November 2026	B1: 11D		
Friday 20 November 2026	Consolidation / Revision		
WEEK 10 EVENT ALERT - QUIZ SHOW			
Week 10 23 November - 27 November 2026	B1: Unit 12A-12D	Grammar: 12A: First conditional. 12B: Future time clauses.	Rootangle + Unit Revi-

Week & Day	Units / Daily Dis- tribution	Content	Extra Prac- tice
Monday 23 November 2026	12A	Vocabulary: 12A: Education. 12B: Study and learning. Pronunciation: 12A: Sentence stress. 12B: Word stress. 12C: Intonation. Listening: 12A: Students talking about university. 12B: Radio interview about studying. 12C: Asking for information. 12D: Three conversations about future plans. Reading: 12A: Article about university life. 12B: Article about learning. 12D: Personal statements. Speaking: 12C: Asking for information politely. Writing: 12D: Personal statement: Organising ideas. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in B1: Unit 12A-12D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Speaking tasks provide opportunities to use the target language in interactive situations, negotiate meaning, respond appropriately, and develop fluency and confidence. Writing work develops organization, cohesion, register, accuracy, and awareness of genre-specific conventions. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills with increasing independence in real-life and academic communication.	sion + Handouts
Tuesday 24 November 2026	12B VOCABULARY DAY		
Wednesday 25 November 2026	12C		
Thursday 26 November 2026	12D		
Friday 27 November 2026	Consolidation / Revision ACADEMIC ENGLISH		
EMPOWER UPPER INTERMEDIATE			

Week & Day	Units / Daily Distribution	Content	Extra Practice
Week 11 30 November - 4 December 2026	B1+: Unit 1A-1D + Unit 2A	Grammar: 1A: Subject and object questions. 1B: Present simple and present continuous. 2A: Present perfect and past simple. Vocabulary: 1A: Friendship and communication. 1B: Gradable and extreme adjectives. 2A: Work. Pronunciation: 1A: Word stress. 1B: Word stress: extreme adjectives. 1C: Word groups. 2A: Present perfect and past simple. Listening: 1A: Three monologues: Online friendships. 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! 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 B1+: Unit 1A-1D + Unit 2A through a balanced combination of receptive and productive skills. Speaking tasks provide opportunities to use the target language in interactive situations, negotiate meaning, respond appropriately, and develop fluency and confidence. Writing work develops organization, cohesion, register, accuracy, and awareness of genre-specific conventions. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills with increasing independence in real-life and academic communication.	Rootangle + Unit Revision + Handouts
Monday 30 November 2026	1A		
Tuesday 1 December 2026	1B Vocabulary Day		
Wednesday 2 December 2026	1C		
Thursday 3 December 2026	1D		
Friday 4 December 2026	2A		

Week & Day	Units / Daily Distribution	Content	Extra Practice
Week 12 7 December - 11 December 2026	B1+: Unit 2B-2D + Unit 3A-3B	Grammar: 2B: Present perfect and present continuous. 3A: Narrative tenses. 3B: used to, usually. Vocabulary: 2B: Technology. 3A: Relationships. 3B: Multi-word verbs. Pronunciation: 2B: Sentence stress: main verb / auxiliary verb. 2C: Sentence stress. 3A: Linking sounds. 3B: Sentence stress: multi-word verbs. Listening:	Rootangle + Unit Revision + Handouts
Monday 7 December 2026	2B		
Tuesday 8 December 2026	2C VOCABULARY DAY		
Wednesday 9 December 2026	2D		
Thursday 10 December 2026	3A		

Week & Day	Units / Daily Distribution	Content	Extra Practice
Friday 11 December 2026	3B	2B: Interview: fake reviews. 2C: A problem. 2D: Conversation: life changes. 3B: Two monologues: being a twin. Reading: 2B: What's Your Favourite App? 2D: An email about a new job. 3A: 60 years and 1,000 miles... 3B: Twin tales. Speaking: 2C: Making and responding to suggestions; Sounding sympathetic or pleased. Writing: 2D: An informal email: Adding new information. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in B1+: Unit 2B-2D + Unit 3A-3B through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, connected speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally. Through the listening and reading texts, students practise identifying main ideas, specific details, attitudes, purpose, contextual meaning, and the organization of information. Speaking tasks provide opportunities to use the target language in interactive situations, negotiate meaning, respond appropriately, and develop fluency and confidence. Writing work develops organization, cohesion, register, accuracy, and awareness of genre-specific conventions. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills with increasing independence in real-life and academic communication.	
Week 13 14 December - 18 December 2026	B1+: Unit 3C-3D + Unit 4A-4B	Grammar: 4A: Modals and phrases of ability. 4B: Articles. Vocabulary: 4A: Ability.	Rootangle + Unit Revision +
Monday 14 December 2026	3C		

Week & Day	Units / Daily Distribution	Content	Extra Practice
Tuesday 15 December 2026	3D	4B: Personality adjectives. Pronunciation:	Handouts
Wednesday 16 December 2026	4A	3C: Stress in word groups. 4A: Stress with modal verbs. Listening:	
Thursday 17 December 2026	4B	3C: A mistake. 3D: Conversation: great-grandparents. 4A: Radio show: successful people. 4B: Two monologues: personality types.	
Friday 18 December 2026	Consolidation / Revision	Reading: 3D: An email about how great-grandparents met. 4A: When Will I Be Famous? 4B: Why the World Needs Introverts. Speaking: 3C: Reacting to what people say; Telling a story. Writing: 3D: A biography: Describing time. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in B1+: Unit 3C-3D + Unit 4A-4B through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, connected speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally. Through the listening and reading texts, students practise identifying main ideas, specific details, attitudes, purpose, contextual meaning, and the organization of information. Speaking tasks provide opportunities to use the target language in interactive situations, negotiate meaning, respond appropriately, and develop fluency and confidence. Writing work develops organization, cohesion, register, accuracy, and awareness of genre-specific conventions. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills with increasing independence in real-life and academic communication.	

Week & Day	Units / Daily Distribution	Content	Extra Practice
Week 14 21 December - 25 December 2026	B1+: Unit 4C-4D + Unit 5A-5D	Grammar: 5A: Future forms. 5B: Zero and first conditionals.	Rootangle + Unit Revision + Handouts
Monday 21 December 2026	4C	Vocabulary: 5A: Environmental issues. 5B: The natural world.	
Tuesday 22 December 2026	4D VOCABULARY DAY	Pronunciation: 4C: Intonation in question tags. 5A: Sound and spelling: a. 5B: Consonant clusters.	
Wednesday 23 December 2026	5A 5B	5C: Voiced and unvoiced consonants. Listening:	
Thursday 24 December 2026	5C	4C: Asking for help. 4D: Three monologues: websites.	

Week & Day	Units / Daily Distribution	Content	Extra Practice
Friday 25 December 2026	5D	5A: Conversation: an environmental project. 5B: Interview: inventions inspired by nature. 5C: A discussion about the environment. 5D: A conversation about writing articles. Reading: 4D: Three online adverts. 5A: The Whitley Fund for Nature. 5B: Animals Have Adapted to Survive Everywhere. 5D: A magazine article. Speaking: 4C: Question tags; Offering and asking for help. 5C: Giving reasons, results and examples; Giving yourself time to think. Writing: 4D: An informal online advert: The language of adverts. 5D: A discussion essay: Organising an essay; Signposting language. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in B1+: Unit 4C-4D + Unit 5A-5D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, connected speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally. Through the listening and reading texts, students practise identifying main ideas, specific details, attitudes, purpose, contextual meaning, and the organization of information. Speaking tasks provide opportunities to use the target language in interactive situations, negotiate meaning, respond appropriately, and develop fluency and confidence. Writing work develops organization, cohesion, register, accuracy, and awareness of genre-specific conventions. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills with increasing independence in real-life and academic 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	B1+: Unit 6A-6D + Unit 7A	Grammar: 6A: Modals of obligation. 6B: Comparatives and superlatives. 7A: Modals of deduction.	Rootangle + Unit Revision + Handouts
Monday 1 February 2027	6A	Vocabulary: 6A: Compound nouns. 6B: Describing food. 7A: Buildings.	
Tuesday 2 February 2027	6B VOCABULARY DAY	Pronunciation: 6A: Word stress: compound nouns. 6B: Sound and spelling: /ʃ/ and /tʃ/. 6C: Sounding interested.	
Wednesday 3 February 2027	6C	7A: Modal verbs: final /t/ and /d/ sounds. Listening: 6A: Three monologues: culture shock.	
Thursday 4 February 2027	6D	6B: Radio show: vending machines in Japan. 6C: A special gift. 6D: Three monologues: special occasions.	

Week & Day	Units / Daily Distribution	Content	Extra Practice
Friday 5 February 2027	7A ACADEMIC ENGLISH	7A: Four monologues: describing buildings. Reading: 6A: Article: Culture shock? There's an app to deal with that. 6B: Blog: Hungry adventures. 6D: Reviews of a café. 7A: Web page: A more personal place to stay. Speaking: 6C: Asking for and giving recommendations; Expressing surprise. Writing: 6D: Two reviews; Positive and negative language; Adverbs. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in B1+: Unit 6A-6D + Unit 7A through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, connected speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally. Through the listening and reading texts, students practise identifying main ideas, specific details, attitudes, purpose, contextual meaning, and the organization of information. Speaking tasks provide opportunities to use the target language in interactive situations, negotiate meaning, respond appropriately, and develop fluency and confidence. Writing work develops organization, cohesion, register, accuracy, and awareness of genre-specific conventions. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills with increasing independence in real-life and academic communication.	
Week 2 8 February - 12 February 2027	B1+: Unit 7B-7D + Unit 8A-8B	Grammar: 7B: Quantifiers. 8A: Reported speech. 8B: Verb patterns. Vocabulary: 7B: Verbs and prepositions. 8A: Sharing information.	Rootangle + Unit Revision + Handouts
Monday 8 February 2027	7B		

Week & Day	Units / Daily Distribution	Content	Extra Practice
Tuesday 9 February 2027	7C	8B: Reporting verbs. Pronunciation: 7B: Sentence stress: verbs and prepositions.	
Wednesday 10 February 2027	7D	7C: Sounding polite. 8A: Sound and spelling: /g/ and /k/. Listening: 7B: Conversation: comparing life in a town and a city.	
Thursday 11 February 2027	8A	7C: Visiting a friend's family. 7D: Conversation: a holiday in Florida. 8A: Podcast: Pod-on-pod. 8B: Interview: fake reviews.	
Friday 12 February 2027	8B ACADEMIC ENGLISH	Reading: 7B: Web page: Five reasons why small towns are better than cities. 7D: Article: Top five things to do ... in and around Miami, Florida; A note. 8A: Article: Thinking of making a podcast? Just give it a try! 8B: Article: 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 B1+: Unit 7B-7D + Unit 8A-8B through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, connected speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally. Through the listening and reading texts, students practise identifying main ideas, specific details, attitudes, purpose, contextual meaning, and the organization of information. Speaking tasks provide opportunities to use the target language in interactive situations, negotiate meaning, respond appropriately, and develop fluency and confidence. Writing work develops organization, cohesion, register, accuracy, and awareness of genre-specific conventions. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills with increasing independence in real-life and academic communication.	

Week & Day	Units / Daily Distribution	Content	Extra Practice
Week 3 15 February - 19 February 2027	B1+: 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: 8D: A news story.	Rootangle + Unit Revision + Handouts
Monday 15 February 2027	8C		
Tuesday 16 February 2027	8D VOCABULARY DAY		
Wednesday 17 February 2027	9A		
Thursday 18 February 2027	9B		

Week & Day	Units / Daily Distribution	Content	Extra Practice
Friday 19 February 2027	9C ACADEMIC ENGLISH	9A: Article: To binge or not to binge ... 9B: Article: 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 B1+: Unit 8C-8D + Unit 9A-9C through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, connected speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally. Through the listening and reading texts, students practise identifying main ideas, specific details, attitudes, purpose, contextual meaning, and the organization of information. Speaking tasks provide opportunities to use the target language in interactive situations, negotiate meaning, respond appropriately, and develop fluency and confidence. Writing work develops organization, cohesion, register, accuracy, and awareness of genre-specific conventions. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills with increasing independence in real-life and academic communication.	
EVENT ALERT - VOCABULARY COMPETITION			
Week 4 22 February - 26 February 2027	B1+: Unit 9D + Unit 10A-10D	Grammar: 10A: Second conditional. 10B: Third conditional. Vocabulary: 10A: Sport; Adjectives and prepositions. 10B: Expressions with do, make and take. Pronunciation: 10A: Sentence stress: would.	Rootangle + Unit Revision + Handouts
Monday 22 February 2027	9D		

Week & Day	Units / Daily Distribution	Content	Extra Prac- tice
Tuesday 23 Febru- ary 2027	10A VOCABULARY DAY	10B: Sentence stress: would and have. 10C: Sounding sure and unsure. Listening:	
Wednesday 24 Febru- ary 2027	10B	9D: Two monologues: live music. 10A: Conversation: trying new activities. 10C: Making a marriage proposal. 10D: Monologue: volunteering.	
Thursday 25 Febru- ary 2027	10C	Reading: 9D: A blog about staying at home. 10B: Article: Searching for serendipity. 10D: A web page about volunteering; Emails giving advice.	
Friday 26 Febru- ary 2027	10D ACADEMIC ENGLISH	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 B1+: Unit 9D + Unit 10A-10D through a balanced combination of receptive and productive skills. Stu- dents develop grammatical accuracy and control through focused work on the target struc- tures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, con- nected speech, sound-spelling relationships, and intonation so that students can communi- cate more clearly and naturally. Through the listening and reading texts, students practise identifying main ideas, specific details, attitudes, purpose, contextual meaning, and the or- ganization of information. Speaking tasks provide opportunities to use the target language in interactive situations, negotiate meaning, respond appropriately, and develop fluency and confidence. Writing work develops organization, cohesion, register, accuracy, and aware- ness of genre-specific conventions. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills with increasing inde- pendence in real-life and academic communication.	
EMPOWER UPPER INTERMEDIATE			

Week & Day	Units / Daily Distribution	Content	Extra Practice
Week 5 - 1 March - 5 March 2027	B2: Unit 1A-1D	Grammar: 1A: Review of tenses. 1B: Questions. Vocabulary: 1A: Character adjectives. 1B: Trying and succeeding. Pronunciation: 1A: The letter e; Word stress. 1C: Rapid speech. Listening: 1A: Conversation about Jocelyn Bell-Burnell. 1B: Podcast: The 30-day challenge. 1C: Starting a new job. 1D: Conversation about technology. Reading: 1A: Articles: Protector of the sea and The woman who reinvented children's TV. 1B: Interviews: 30-day challenge. 1D: Article: Tech free!.	Rootangle + Unit Revision + Handouts
Monday 1 March 2027	1A		
Tuesday 2 March 2027	1B VOCABULARY DAY		
Wednesday 3 March 2027	1C		
Thursday 4 March 2027	1D		

Week & Day	Units / Daily Distribution	Content	Extra Practice
Friday 5 March 2027	Consolidation / Revision ACADEMIC ENGLISH	Speaking: 1C: Explaining a process; Checking understanding. Writing: 1D: Article; Organising an article. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in B2: Unit 1A-1D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, connected speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally. Through the listening and reading texts, students practise identifying main ideas, specific details, attitudes, purpose, contextual meaning, and the organization of information. Speaking tasks provide opportunities to use the target language in interactive situations, negotiate meaning, respond appropriately, and develop fluency and confidence. Writing work develops organization, cohesion, register, accuracy, and awareness of genre-specific conventions. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills with increasing independence in real-life and academic communication.	
8 March - 12 March 2027		RAMADAN (OFFICIAL HOLIDAY)	AS ANNOUNCED
Week 6 15 March - 19 March 2027	B2: Unit 2A-2D	Grammar: 2A: Narrative tenses. 2B: Future time clauses and conditionals. Vocabulary: 2A: Expressions with get. 2B: Animals and the environment. Pronunciation: 2A: Sound and spelling: g. 2C: Intonation in question tags. Listening: 2A: Conversation about a survival situation.	Rootangle + Unit Revision + Handouts
Monday 15 March 2027	2A		
Tuesday 16 March 2027	2B VOCABULARY DAY		

Week & Day	Units / Daily Distribution	Content	Extra Practice
Wednesday 17 March 2027	2C	2B: Interview: The Tiger. 2C: Cooking for a friend. 2D: Talking about getting lost.	
Thursday 18 March 2027	2D	Reading: 2A: Article: Lost at sea. 2B: Leaflet: How to survive ... an animal attack. 2D: Leaflet: Be wise and survive.	
Friday 19 March 2027	Consolidation / Revision ACADEMIC ENGLISH	Speaking: 2C: Giving compliments and responding. Writing: 2D: Guidelines; Organising guidelines in a leaflet. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in B2: Unit 2A-2D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, connected speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally. Through the listening and reading texts, students practise identifying main ideas, specific details, attitudes, purpose, contextual meaning, and the organization of information. Speaking tasks provide opportunities to use the target language in interactive situations, negotiate meaning, respond appropriately, and develop fluency and confidence. Writing work develops organization, cohesion, register, accuracy, and awareness of genre-specific conventions. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills with increasing independence in real-life and academic communication.	
Week 7 22 March - 26 March 2027	B2: Unit 3A-3D	Grammar: 3A: Multi-word verbs. 3B: Present perfect and present perfect continuous. Vocabulary: 3A: Ability and achievement. 3B: Words connected with sport.	Rootangle + Unit Revision + Handouts
Monday 22 March 2027	3A	Pronunciation:	

Week & Day	Units / Daily Distribution	Content	Extra Practice
Tuesday 23 March 2027	3B VOCABULARY DAY	3B: Word stress. 3C: Sound and spelling: Consonant sounds. Listening:	
Wednesday 24 March 2027	3C	3A: Conversation: learning experiences. 3B: Radio programme: The sports gene. 3C: Making wedding plans. 3D: Interviews about sport.	
Thursday 25 March 2027	3D	Reading: 3A: Text about learning: Learning to learn. 3B: Article: Born to be the best; Three articles about athletes. 3D: Article: Fitness: Seattle snapshot.	
Friday 26 March 2027	Consolidation / Revision ACADEMIC ENGLISH	Speaking: 3C: Planning a party. Writing: 3D: Article describing data; Describing data. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in B2: Unit 3A-3D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, connected speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally. Through the listening and reading texts, students practise identifying main ideas, specific details, attitudes, purpose, contextual meaning, and the organization of information. Speaking tasks provide opportunities to use the target language in interactive situations, negotiate meaning, respond appropriately, and develop fluency and confidence. Writing work develops organization, cohesion, register, accuracy, and awareness of genre-specific conventions. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills with increasing independence in real-life and academic communication.	

Week & Day	Units / Daily Distribution	Content	Extra Practice
Exam Week 29 March - 2 April 2027	Exam Week	MIDTERM EXAM WEEK 3RD MIDTERM: MARCH 30, TUESDAY	As announced
EMPOWER UPPER INTERMEDIATE			
Week 8 5 April - 9 April 2027	Unit 4A-4D + Unit 5A	Grammar: 4A: used to and would. 4B: Obligation and permission. 5A: Future probability. Vocabulary: 4A: Cause and result. 4B: Talking about difficulty. 5A: Adjectives describing attitude. Pronunciation: 4B: Sound and spelling: u. 4C: Contrastive stress. 5A: Sound and spelling: th. Listening: 4A: Interview: Psychology of money; Two monologues: Life-changing events. 4B: Two monologues: training for a job. 4C: Presenting photos. 4D: Three monologues: living in different places.	Rootangle + Unit Revision + Handouts
Monday 5 April 2027	4A		
Tuesday 6 April 2027	4B VOCABULARY DAY		
Wednesday 7 April 2027	4C		
Thursday 8 April 2027	4D		

Week & Day	Units / Daily Distribution	Content	Extra Practice
Friday 9 April 2027	5A ACADEMIC ENGLISH	5A: Monologue: What are your chances? Reading: 4A: Two texts about life-changing events that helped people become rich. 4B: Article: Training for the emergency frontline. 4D: Advert for being an international student ‘buddy’. 5A: Quiz: Are you an optimist or a pessimist?; Article: Why we think we're going to have a long and happy life. Speaking: 4C: Describing photos; Expressing careful disagreement. Writing: 4D: Job application; Giving a positive impression. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 4A-4D + Unit 5A through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, connected speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally. Through the listening and reading texts, students practise identifying main ideas, specific details, attitudes, purpose, contextual meaning, and the organization of information. Speaking tasks provide opportunities to use the target language in interactive situations, negotiate meaning, respond appropriately, and develop fluency and confidence. Writing work develops organization, cohesion, register, accuracy, and awareness of genre-specific conventions. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills with increasing independence in real-life and academic communication.	
Week 9 12 April - 16 April 2027	Unit 5B-5D + Unit 6A-6B	Grammar: 5B: Future perfect and future continuous. 6A: Infinitives and -ing forms. 6B: The passive.	Rootangle + Unit Revision + Handouts
Monday 12 April 2027	5B	Vocabulary: 5B: The natural world. 6A: Travel and tourism.	

Week & Day	Units / Daily Distribution	Content	Extra Practice
Tuesday 13 April 2027	5C VOCABULARY DAY	6B: Describing changes. Pronunciation: 5C: Intonation groups. 6A: Consonant clusters. Listening: 5B: Conversation: talking about work. 5C: Money problems. 5D: News reports: environmental problems. 6A: Two monologues about sightseeing tours. 6B: Interview: disappearing languages. Reading: 5B: Quiz: The unknown continent; Article: Cooking in Antarctica. 5D: Essay about protecting the environment. 6A: Website about four tourist destinations; Website: Where to go? 6B: Article: Danger! Dying languages. Speaking: 5C: Explaining and responding to an idea for a café. Writing: 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 5B-5D + Unit 6A-6B through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, connected speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally. Through the listening and reading texts, students practise identifying main ideas, specific details, attitudes, purpose, contextual meaning, and the organization of information. Speaking tasks provide opportunities to use the target language in interactive situations, negotiate meaning, respond appropriately, and develop fluency and confidence. Writing work develops organization, cohesion, register, accuracy, and awareness of genre-specific conventions. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills with increasing independence in real-life and academic communication.	
Wednesday 14 April 2027	5D		
Thursday 15 April 2027	6A		
Friday 16 April 2027	6B ACADEMIC ENGLISH		

Week & Day	Units / Daily Distribution	Content	Extra Practice
Week 10 19 April - 23 April 2027	Unit 6C-6D + Unit 7A-7C	Grammar: 7A: too / enough; so / such. 7B: Causative have / get. Vocabulary: 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: 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. Reading: 6D: Travel blog: Around the Grand Canyon.	Rootangle + Unit Revision + Handouts
Monday 19 April 2027	6C		
Tuesday 20 April 2027	6D VOCABULARY DAY		
Wednesday 21 April 2027	7A		
Thursday 22 April 2027	7B		

Week & Day	Units / Daily Distribution	Content	Extra Practice
Friday 23 April 2027	7C ACADEMIC ENGLISH	7A: Article: Quick - slow down! 7B: Article: Who puts the 'real' in reality TV? Speaking: 6C: Asking for a favour. 7C: Designing and describing a new room. Writing: 6D: Travel blog; Using descriptive language. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 6C-6D + Unit 7A-7C through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, connected speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally. Through the listening and reading texts, students practise identifying main ideas, specific details, attitudes, purpose, contextual meaning, and the organization of information. Speaking tasks provide opportunities to use the target language in interactive situations, negotiate meaning, respond appropriately, and develop fluency and confidence. Writing work develops organization, cohesion, register, accuracy, and awareness of genre-specific conventions. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills with increasing independence in real-life and academic communication.	
Week 11 26 April - 30 April 2027	Unit 7D + Unit 8A-8D	Grammar: 8A: First and second conditionals. 8B: Third conditional; should have + past participle. Vocabulary: 8A: Money and finance. 8B: Crime. Pronunciation: 8B: Stressed and unstressed words; Sound and spelling: /ɪ/. 8C: Word groups.	Rootangle + Unit Revision + Handouts
Monday 26 April 2027	7D	Listening: 7D: Interviews about a new shopping centre.	
Tuesday 27 April 2027	8A VOCABULARY DAY		

Week & Day	Units / Daily Distribution	Content	Extra Prac- tice
Wednesday 28 April 2027	8B	8A: Radio programme: personal finance. 8B: Three monologues about honesty. 8C: Going to the bank.	
Thursday 29 April 2027	8C	8D: Conversation about a TV programme. Reading: 7D: Email: complaining about an important issue. 8A: Article: Is it time to give up on cash?	
Friday 30 April 2027	8D ACADEMIC ENGLISH	8B: Newspaper article: The honesty experiment. 8D: Review: Crime with a smile. Speaking: 8C: Talking about hopes and worries. Writing: 7D: Email of complaint; Using formal language. 8D: Review; Organising a review. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 7D + Unit 8A-8D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, connected speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally. Through the listening and reading texts, students practise identifying main ideas, specific details, attitudes, purpose, contextual meaning, and the organization of information. Speaking tasks provide opportunities to use the target language in interactive situations, negotiate meaning, respond appropriately, and develop fluency and confidence. Writing work develops organization, cohesion, register, accuracy, and awareness of genre-specific conventions. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills with increasing independence in real-life and academic communication.	
EVENT ALERT : DEBATE			
Week 12 3 May - 7 May 2027	Unit 9A-9D	Grammar: 9A: Relative clauses. 9B: Reported speech; Reporting verbs.	Rootangle + Unit Revi-

Week & Day	Units / Daily Distribution	Content	Extra Practice
Monday 3 May 2027	9A	Vocabulary: 9A: Health. 9B: Verbs describing thought and knowledge. Pronunciation: 9A: Sound and spelling: ui. 9C: Linking and intrusion. Listening: 9A: Conversation about inventions. 9B: Conversation about an email hoax. 9C: Finding the perfect flat. 9D: Four monologues about alternative medicine. Reading: 9A: Article: Too good to be true? 9B: Article: The rise and fall of Barry Minkow. 9D: Essay: The value of alternative medicine. Speaking: 9C: Giving and receiving surprises. Writing: 9D: Opinion essay; Presenting a series of arguments. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 9A-9D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, connected speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally. Through the listening and reading texts, students practise identifying main ideas, specific details, attitudes, purpose, contextual meaning, and the organization of information. Speaking tasks provide opportunities to use the target language in interactive situations, negotiate meaning, respond appropriately, and develop fluency and confidence. Writing work develops organization, cohesion, register, accuracy, and awareness of genre-specific conventions. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills with increasing independence in real-life and academic communication.	sion + Handouts
Tuesday 4 May 2027	9B VOCABULARY DAY		
Wednesday 5 May 2027	9C		
Thursday 6 May 2027	9D		
Friday 7 May 2027	Consolidation / Revision ACADEMIC ENGLISH		

Week & Day	Units / Daily Distribution	Content	Extra Practice
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: 10A: Word stress. 10B: Linking. 10C: Consonant clusters. Listening: 10A: Interview about Dan Cooper. 10B: Two monologues: pursuing a dream. 10C: Celebrating good news. 10D: Conversation about goals. Reading: 10A: Story: The man who disappeared; Blog: The Wreck of the Titan.	As announced
Monday 10 May 2027	10A-B		
Tuesday 11 May 2027	10C-D		
Wednesday 12 May 2027	Project Presentations		
Thursday 13 May 2027	Self-reflection, Peer evaluation, Feedback		

Week & Day	Units / Daily Distribution	Content	Extra Practice
Friday 14 May 2027	Feedback, Grading	10B: Article: Dream to help. 10D: Story: Rosa's diary: The ultimate goal. Speaking: 10C: Telling an important piece of news. Writing: 10D: Story; Making a story interesting. UNIT OVERVIEW: This unit block integrates the language and communication targets covered in Unit 10A-10D through a balanced combination of receptive and productive skills. Students develop grammatical accuracy and control through focused work on the target structures listed above and apply them in meaningful spoken and written contexts. Vocabulary development enables learners to discuss the unit themes with greater precision, range, and appropriacy. Pronunciation activities raise awareness of word stress, sentence stress, connected speech, sound-spelling relationships, and intonation so that students can communicate more clearly and naturally. Through the listening and reading texts, students practise identifying main ideas, specific details, attitudes, purpose, contextual meaning, and the organization of information. Speaking tasks provide opportunities to use the target language in interactive situations, negotiate meaning, respond appropriately, and develop fluency and confidence. Writing work develops organization, cohesion, register, accuracy, and awareness of genre-specific conventions. By the end of the unit block, students are expected to combine the target grammar, vocabulary, pronunciation, and skills with increasing independence in real-life and academic communication.	
17-21 May	OFFICIAL HOLIDAY	EID AL-ADHA	AS ANNOUNCED

Date of Preparation: 31.07.2026