# A1 (Language Hub Beginner)

| Weeks / Dates | | Units & Pages | Grammar | Vocabulary | Online Portfolio & Due Date | Writing Portfolio Content & Due Date | Speaking Portfolio Topic & Date | Exams & Dates | Reading Outcome | Listening Outcome | Speaking Outcome | Writing Outcome | Scribo Activity | Video Hub – Authentic Video Material (Teacher's Resource Centre) |
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| Week 1<br>21–25 Sep 2026 | | Units 1–2, pp. 2–16 | U1: present simple be: I, you; he, she, it<br>U2: present simple be: we, you, they; possessive adjectives; wh- questions with be | U1: countries; numbers 0–10; jobs<br>U2: languages and nationalities; days of the week; numbers 11–100 | Language Hub Online:<br>• Workbook Units 1–2 + digital grammar & vocabulary practice | U1: Fill in a form, p. 8<br>U2: Write an online introduction, p. 16<br>U3: Write a social media post, p. 24<br>U4: Write an email about your routine, p. 32 | | | R1: Can read and understand very short, simple personal profiles and basic registration forms.<br>R2: Can identify specific details such as names, occupations, and nationalities in short texts about people and everyday topics. | L1: Can understand simple greetings, personal introductions, and basic polite exchanges when spoken slowly and clearly.<br>L2: Can extract spelling details, numbers, and basic contact information such as telephone numbers and ages from clear, slow-paced dialogues. | S1: Can greet people, introduce themselves and others,<br>and ask and answer questions about basic personal details<br>such as names, ages, and phone numbers. | W1: Can fill in simple registration forms and questionnaires with personal details such as their name, address, nationality, and marital status.<br>W2: Can write a short self-introduction providing basic personal information. | (1 lesson-hour) U1: Fill in a form,<br>U2: Write an online introduction, | Video Hub (authentic video):<br>• U1 She's a mechanic<br>• U2 In space |
| Week 2<br>28 Sep - 02 Oct 2026 | | Units 3–4, pp. 18–32 | U3: a/an and plural nouns; this, that, these, those; have/has got<br>U4: present simple: I, you, we, they; present simple questions | U3: objects and colors; family<br>U4: daily activities; time; months and seasons | Language Hub Online:<br>• Workbook Units 3–4 + digital grammar & vocabulary practice | U3: Write a social media post<br>U4: Write an email about your routine | | | R3: Can understand simple descriptive texts about everyday objects, clothing, colors, and physical appearances. | L3: Can identify colors and names of everyday personal objects in short descriptions.<br>L4: Can understand straightforward descriptions of people's physical appearance and family relationships.<br>L5: Can follow simple descriptions of daily routines and identify specific time expressions such as telling the time and referring to days of the week. | S2: Can describe their own physical appearance, family members, and refer to everyday objects by name and color.<br>S3: Can describe their daily routine, tell the time, and ask and answer questions about regular habits or yearly events. | W3: Can write a short, simple email to a friend describing their daily routine, using basic time markers and connectors. | (1 lesson-hour) U3: Write a social media post,<br>U4: Write an email about your routine, | Video Hub (authentic video):<br>• U3 Lost property<br>• U4 Wild horses |
| Week 3<br>5 - 9 Oct 2026 | | Units 5–6, pp. 34–48 | U5: present simple: he, she, it; adverbs of frequency<br>U6: there is/there are; some/any; Is there/Are there questions | U5: free-time activities; food and meals<br>U6: places in a town; furniture and rooms; prepositions of place | Language Hub Online:<br>• Workbook Units 5–6 + digital grammar & vocabulary practice | U5: Write a blog about food<br>U6: Write a review of a café | | | R4: Can understand basic information in everyday texts such as menus, advertisements, and simple online descriptions.<br>R5: Can identify key details in short descriptions of rooms, accommodation listings, and basic household items. | L6: Can identify key details in slow-paced conversations about food, eating habits, and common free-time activities. | S4: Can talk about free-time activities using simple vocabulary and sentences.<br>S5: Can ask for and give basic information in routine everyday transactions. | W4: Can write short, simple texts such as messages, posts,<br>or reviews about familiar everyday topics. | (1 lesson-hour) U5: Write a blog about food,<br>U6: Write a review of a café. | Video Hub (authentic video):<br>• U5 Street food<br>• U6 The view from above |
| Week 4<br>(Exam Week*)<br>12 - 16 Oct 2026 | | Revision &<br>**PROGRESS TEST**<br>(Units 1–6) | Consolidation of grammar (Units 1–6). | Consolidation of vocabulary (Units 1–6). | Complete all outstanding Online Portfolio tasks (Units 1–6) before the exam.<br>**Due: 18 Oct** | Writing Portfolio review,<br>timed writing task in the exam. | **Speaking Portfolio Task 1** –<br>cumulative topics so far (Units 1–6): personal information & introductions; family & daily routine; town, places & food.<br>(Interim speaking check on LMS.)<br>**Due: 18 Oct** | **PROGRESS TEST (30%)** –<br>Mid-module assessment.<br>Skills: Reading, Listening, Use of English (Grammar & Vocabulary), Writing.<br>Content: Units 1–6. | Assessment of Reading outcomes (Units 1–6). | Assessment of Listening outcomes (Units 1–6). | Assessment of Speaking outcomes (Units 1–6). | Assessment of Writing outcomes (Units 1–6). | Scribo: final review of portfolio writing before the exam. | Revision – optional replay of Video Hub clips covered so far. |
| Week 5<br>19–23 Oct 2026 | | Units 7–8, pp. 50–64 | U7: can/can't; possessive 's<br>U8: present continuous; adjective order | U7: abilities; adjectives<br>U8: verb phrases; clothes | Language Hub Online:<br>• Workbook Units 7–8 + digital grammar & vocabulary practice | U7: Write a competition entry<br>U8: Write a short message | | | R3: Can understand simple descriptive texts about everyday objects, clothing, colors, and physical appearances. | L7: Can understand simple descriptions of people's abilities<br>and what they are wearing. | S2: Can describe their own physical appearance, family members, and refer to everyday objects by name and color.<br>S4: Can talk about free-time activities using simple vocabulary and sentences. | W4: Can write short, simple texts such as messages,<br>posts, or reviews about familiar everyday topics. | (1 lesson-hour) U7: Write a competition entry<br>U8: Write a short message, | Video Hub (authentic video):<br>• U7 Man vs bike<br>• U8 Love what you do |
| Week 6<br>26–30 Oct 2026<br>(28 (1/2)-29 Oct – Republic Day, Public Holiday) | | Unit 9, pp. 66–72 | Past simple: was/were;<br>past simple: regular verbs | Dates and years;<br>everyday verbs | Language Hub Online:<br>• Workbook Unit 9 + digital grammar & vocabulary practice | U9: Write a short biography | | | R2: Can identify specific details such as names, occupations,<br>and nationalities in short texts about people and everyday topics | L5: Can follow simple descriptions of daily routines and identify specific time expressions<br>such as telling the time and referring to days of the week. | S6: Can make brief statements about past events,<br>weekend activities, and personal experiences. | W5: Can write a simple paragraph about<br>a past event using basic past tense structures. | U9: Write a short biography, 1 lesson-hour | Video Hub (authentic video):<br>• U9 Mawson's Huts |
| Week 7<br>2–6 Nov 2026 | | Units 10–12, pp. 74–96 | Past simple: irregular verbs;<br>past simple questions<br>like/love/hate/enjoy + verb + -ing;<br>object pronouns<br>Countable and uncountable nouns;<br>present continuous | Time phrases;<br>life events<br>Leisure activities;<br>entertainment<br>Travel;<br>types of holiday | Language Hub Online:<br>• Workbook Units 10–12 + digital grammar & vocabulary practice | U10: Write a paragraph about a past event<br>U11: Write a personal profile<br>U12: Write a postcard | | | R2: Can identify specific details such as names, occupations, and<br>nationalities in short texts about people and everyday topics.<br>R4: Can understand basic information in everyday texts<br>such as menus, advertisements, and simple online descriptions.<br>R4: Can understand basic information in everyday texts such<br>as menus, advertisements, and simple online descriptions. | L5: Can follow simple descriptions of daily routines and identify specific time expressions<br>such as telling the time and referring to days of the week.<br>L6: Can identify key details in slow-paced conversations about food, eating habits, and common free-time activities.<br>L6: Can identify key details in slow-paced conversations about food, eating habits, and common free-time activities. | S6: Can make brief statements about past events,<br>weekend activities, and personal experiences.<br>S4: Can talk about free-time activities using simple vocabulary and sentences.<br>S7: Can express likes, dislikes, and simple opinions, showing basic agreement or disagreement.<br>S5: Can ask for and give basic information in routine everyday transactions.<br>S7: Can express likes, dislikes, and simple opinions, showing basic agreement or disagreement. | W5: Can write a simple paragraph about<br>a past event using basic past tense structures.<br>W4: Can write short, simple texts such as messages,<br>posts, or reviews about familiar everyday topics.<br>W6: Can write a short personal message describing<br>a journey, a current location, or recent activities. | U10: Write a paragraph about a past event, 1 lesson-hour<br>U11: Write a personal profile, 1 lesson-hour<br>U12: Write a postcard, 1 lesson-hour | Video Hub (authentic video):<br>• U10 I love New York<br>• U11 A trip to the museum<br>• U12 On strike |
| Week 8<br>(Exam Week*)<br>9–13 Nov 2026 | | Revision &<br>**END-OF-COURSE EXAM**<br>(Units 1–12) | Consolidation of grammar (Units 1–12). | Consolidation of vocabulary (Units 1–12). | Complete all outstanding Online Portfolio tasks (Units 7–12) before the exam.<br>**Online Portfolio assessed (10%).**<br>**Due: 15 Nov** | Writing Portfolio review,<br>timed writing task in the exam.<br>**Writing Portfolio assessed (10%).** | **Speaking Portfolio Task 2**<br>All module topics (Units 1–12): personal information & introductions; family & daily routine; town, places & food; abilities & clothes; past events & life stories; free time & holidays.<br>**Speaking Portfolio assessed (10%).**<br>**Due: 15 Nov** | **END-OF-COURSE EXAM (40%)** –<br>Module exit assessment (whole module).<br>Skills: Reading, Listening, Use of English, Writing.<br>Content: Units 1–12. | Assessment of Reading outcomes (Units 1–12). | Assessment of Listening outcomes (Units 1–12). | Assessment of Speaking outcomes (Units 1–12). | Assessment of Writing outcomes (Units 1–12). | Scribo: final review of portfolio writing before the exam. | Revision – optional replay of Video Hub clips covered so far. |

*** Exam Dates will be announced later.**