**HASAN KALYONCU UNIVERSITY**

**SCHOOL OF FOREIGN LANGUAGES**

**2022-2023**

**INTEGRATED SKILLS CURRICULUM – ADVANCED**

 **WEEK 1**

**ENGLISH FILE 4th EDITION– ADVANCED**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Extra Activities** |
| **6-19****1A-2A** | * Have: lexical and grammatical uses
* Discourse markers (1): linkers
* The past: habitual events and specific incidents
 | * Personality
* Work
* Word building: abstract nouns
 | * Using a dictionary
* The rhythm of English
* Word stress with suffixes
 | * Test: *What is your personality?*
* *Article: 25 jobs before she was 25.*
* *Article: What I am really thinking?*
* *Article: The autobiography of Ronald Dahl.*
 | * Listen to an audio about members of a royal family, two states man, a writer, a scientist, and an artist
* Listen to an interview with Emma
* Listen to a radio program about childhood memories
 | * Talk about families
* Talk about personality types
* Talk about jobs
* Talk about things you habitually did or felt in your childhood
 | * Colloquial English 1
 |
| **Objectives**Students will be able to;* find out about discourse markers
* identify the difference between the use, form and function of lexical and grammatical uses
* read and understand texts about personalities
* comprehend listening audios related to habitual events and incidents
* understand the information content of the radio program
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 **WEEK 2**

**ENGLISH FILE 4th EDITION– ADVANCED**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Extra Activities** |
| **20-33****2B-3B** | * Pronouns
* Get
* Discourse markers (2): adverbs and adverbial expressions
 | * Lexical areas
* Phrases with get
* Conflict and warfare
 | * Sound-spelling relationship
* Identifying attitudes
* Stress in word families
 | * Article: *English spelling is broken. Let’s fix it!*
* Article: *words which have changed their meaning*
* Reading about a dating app called Hater.
* Article: *History brought to life: two film critics choose memorable moments from historical films*
 | * Listen to eight people talking about where they’re from
* Video: *Watch a documentary on the history of English*
* Listening: *I swapped apps for dating IRL- this is what happened*
* Listen to an interview with Adrian Hodges
 | * Talk about English spelling
* Talk about meeting someone in real life
* Talk about the questions that you’d like to ask your partner
* Talk about films or Tv series
 | R&C 1&2 |
| **Assessment** |
| Mini Presentation 1  |
| **Objectives**Students will be able to;* find out about the structure, use of pronouns
* use reasonably accurately a repertoire of ‘get’ structure
* identify discourse markers and adverbial expressions
* show good control of lexical areas
* understand listening audios about travel and interview with people
* talk about real life and Tv series
* use a wide range of simple vocabulary appropriately when talking about familiar topics
* have good control of approximate intonation and stress at both utterance and word levels
 |

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 **WEEK 3**

**ENGLISH FILE 4th EDITION– ADVANCED**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Extra Activities** |
| **34-45****CE2&3-4RC** | * Adding emphasis (1): inversion
* Speculation and deduction
 | * Describing books and films
* Sounds and the human voice
 | * Foreign words
* Consonant clusters
 | * Read the text from the back covers of two series
* Read the extracts about words belong to different languages
* Read the article about the growing popularity of ‘silent events’
 | * Listen to six people talking about the books
* Listen to the interview with Beverly Johnson
* Listen to eight people talking about sounds they love or hate
* Video: watch a documentary about the British Percussionist Evelyn Glennie
 | * Talk about the books
* Talk about English words for which there is no exact translation in your language
* Talk about the sounds you love or hate
 | * Colloquial English 2&3
* R&C-3&4
 |
| **Assessment** |
| Mini Presentation 2  |
| **Objectives**Students will be able to;* learn the structure, use of inversion
* identify the difference between speculation and deduction
* read and understand texts about different books
* shows good control of sounds in a language
* ask a group member to give the reasons for their views
* talk about books and different sounds
 |

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**INTEGRATED SKILLS CURRICULUM – ADVANCED**

 **WEEK 4**

**ENGLISH FILE 4th EDITION– ADVANCED**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Extra Activities** |
| **46-55****5A-CE 4&5** | * Distancing
* Unreal uses of past tense
 | Expressions with timeMoney | * Linking in short phrases
* Silent Consonants
 | * Article: *Busyness*
* Article: *10 small ways to lead an anti-capitalist life*
 | * Listen to a well-known Mindfulness exercise called The Chocolate Meditation
* Listening: *How long are we prepared to wait before we freak out?*
* Listening to Alessandro Savelli talking about the business
 | * Talk about last time you were very busy
* Talk about small changes in your lifestyle
* Talk about encouraging small businesses
 | * Colloquial English 4&5
 |
| **Assessment** |
| MID-TERM EXAM (involving weeks 1-4) |
| **Objectives**Students will be able to;* perform and respond to a wide range of language functions, such as using unreal uses of past tense
* learn words related money
* convey simple, straightforward information of encouraging small businesses
* make a note of ‘giving a presentation’ and consciously monitor speech for it / them
 |

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**INTEGRATED SKILLS CURRICULUM – ADVANCED**

 **WEEK 5**

**ENGLISH FILE 4th EDITION– ADVANCED**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Extra Activities** |
| **56-69****6A-7A** | * Verb+ object+ infinitive or gerund
* Conditional sentences
* Permission, obligation and necessity
 | * Compound adjectives
* Phones, technology, adjectives+ prepositions
* Word formation: prefixes
 | * Main and secondary stress
* /ae/ and /A/
* Intonation and linking in exclamations
 | * Read an online forum: *10 tips for long-distance relationships*
* Article*: A beginner’s guide to divorcing your phone*
* Read and answer the questions on the back cover of a book *‘In the Interests of Safety’*
 | * Listening to a School of Life presentation called ‘*Why small pleasures are a big deal’?*
* Listen to an interview with Clive about his experience of a detox
* Listen to five people talking about someone they know with an obsession
* Listen to a program about QI
 | * Talk about giving a presentation
* Talk about laws and regulations
 | * R&C – 5&6
 |
| **Assessment** |
| Mini Presentation 3 |
| **Objectives**Students will be able to;* identify the form, use and meaning of conditional sentences
* identify the differences between gerunds and infinitives with verb+ object
* form longer sentences and link them together using compound adjectives
* use reasonably accurately a repertoire of frequently-used permission, obligation and necessity
* show good control of vocabulary related to technology
* use a wide range of word formation by using prefixes
* carry out an effective, fluent interview, probing interesting replies related to laws and regulations
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**INTEGRATED SKILLS CURRICULUM – ADVANCED**

 **WEEK 6**

**ENGLISH FILE 4th EDITION– ADVANCED**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Extra Activities** |
| **70-85****7B-7&8 R&C** | * Perception and sensation
* Advanced gerunds and infinitives
* Expressing future plans and arrangements
 | * Art, color idioms
* Health and medicine, smiles
* Travel and tourism
 | * -ure
* /Ə/
* homophones
 | * Article: *Fake of Fortune?*
* Article*: What doctors won’t do…*
* Read an article about places
 | * Listen to a documentary
* Listen to an interview with Jon Turner
* Listen to five people talking about alternative medicine
* Listen to a radio interview

*‘Forget the pills’** Listen to Clive’s story
* Video: Watch a documentary about screen tourism
 | * Talk about art and museums
* Talk about alternative medicine
* Talk about a healthy lifestyle
* Talk about a place that you have been to

  | * Colloquial English 6&7
* R&C- 7&8
 |
| **Objectives**Students will be able to;* identify the structure, use and advanced gerunds and infinitives
* write sentences using expressions about future plans and arrangements
* have a good range of vocabulary related to travel and tourism
* maintain a conversation or discussion read, listen and understand texts and talks about alternative medicine
* use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions about art and museums
 |

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**INTEGRATED SKILLS CURRICULUM – ADVANCED**

 **WEEK 7**

**ENGLISH FILE 4th EDITION– ADVANCED**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Extra Activities** |
| **86-95****9A-8&9CE** | * Ellipsis
* Nouns: compound and possessive forms
 | * Animal matters
* Preparing food
 | * Auxiliary verb and to
* Words with silent syllables
 | * Article*: In defense of not liking animals*
* Reading about Lopez-Alt’s recipe for hard-boiled eggs
 | * Listen to the audio about Vegetarians and Vegans
* Listen to the extracts from a book called *How to eat out?*
 | * Talk about a person you know
* Discuss different tweets
* Discuss the questions
 | * Colloquial English 8&9
 |
| **Assessment** |
| Speaking Project  |
| **Objectives**Students will be able to;* identify the form, use and meaning of ellipsis
* form sentences using compound and possessive forms of nouns
* identify and form sentences about preparing food
* have approximate intonation and stress for words with silent syllables
* learn vocabulary for preparing food
* form longer sentences and link them together using auxiliary verb and to
* understand the main ideas of propositional and linguistic unit related to vegans and vegetarians
 |

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**INTEGRATED SKILLS CURRICULUM – ADVANCED**

 **WEEK 8**

 **ENGLISH FILE 4th EDITION– ADVANCED**

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| **Page**  | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Extra Activities** |
| **96-105****10A-10RC** | * Relative clauses
* Adding emphasis (2): cleft sentences
 | * Word building: adjectives, nouns, and verbs
* Words that are often confuse
 | * Homographs
* Intonation in cleft sentences
 | * Article: *Battle of the workouts*
* Article: *‘Go home, Polish’ graffiti prompts photographer’s 1,200-mile walk*
 | * Listen to extracts from sport commentaries
* Listen to an interview with David and Emma Illsley
* Video: Watch a documentary about Ellis Island
 | * Discuss the things you disagree about
* Talk about fell-good sports
* Talk about your experience of going to live in another country
 | * R&C- 9&10
 |
| **Assessment** |
| END-OF-TERM EXAM (involving weeks 1-8) |
| **Objectives**Students will be able to;* identify use, form and meaning of relative clauses
* form cleft sentences
* have a good command of language structures and some complex grammatical forms of adjectives, nouns and verbs
* read, listen and understand texts and audios about sports
* develop a clear argument, expanding and supporting his/her points of view on things he/she disagree about
 |