**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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**SCHOOL OF FOREIGN LANGUAGES**

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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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**SCHOOL OF FOREIGN LANGUAGES**

**2022-2023**

**INTEGRATED SKILLS CURRICULUM – ADVANCED**

**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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**SCHOOL OF FOREIGN LANGUAGES**

**2022-2023**

**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 | | | | | | | |

**HASAN KALYONCU UNIVERSITY**

**SCHOOL OF FOREIGN LANGUAGES**

**2022-2023**

**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 | | | | | | | |

**HASAN KALYONCU UNIVERSITY**

**SCHOOL OF FOREIGN LANGUAGES**

**2022-2023**

**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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**SCHOOL OF FOREIGN LANGUAGES**

**2022-2023**

**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 | | | | | | | |