**HASAN KALYONCU UNIVERSITY**

**SCHOOL OF FOREIGN LANGUAGES**

**2022-2023**

**INTEGRATED SKILLS CURRICULUM – PRE-INTERMEDIATE**

**ENGLISH FILE 4th EDITION– PRE-INTERMEDIATE WEEK 1**

|  |  |  |  |  |  |  |  |
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| **Page**  | **Grammar** | **Vocabulary** | **Pronunciation** | **Writing and Reading** | **Listening/ Video** | **Speaking** |  **Practical English/R&C** |
| **6-15****1A-2A** | * Word order in questions
* Present simple
* Present continuous
* Past simple: regular and irregular verbs
 | * Common verb phrases, spelling and numbers
* Describing people: appearance and personality
* Clothes, prepositions of place
* Holidays
 | * Vowel sounds, the alphabet
* Final –s/-es
* Regular verbs: -ed endings
 | **Reading*** Article about Charlotte and her father Clint
* Passport, tickets, money, phone

 | * Listening to Elspbeth Gordon
* Listening to an art expert talking about Vermeer and The Milkmaid
* Listening to Stuart and Marta talking about the holidays
 | * Asking and answering the questions in pairs
* Asking and answering about your people
* In small groups, asking and answering the questions
* Asking your partner about his/her holiday
 | * PE: Episode 1

Calling reception |
| **Objectives**Students will be able to* link groups of words with simple connectors like ‘and’, ‘but’ and ‘because’.
* use everyday polite forms of greeting and address.
* write a series of simple phrases and sentences about their family, living conditions, educational background, present and most recent job.
* use some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.
* use the idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from context.
* communicate in simple and routine tasks requiring a simple and direct exchange of information.
* understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly andclearly.
* understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
* give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc, as a short series of simple phrases and sentences linked in a list.
* communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.
* write a series of simple phrases and sentences linked with simple connectors like ‘and’, ‘but’ and ‘because’.
* recall and rehearse an appropriate set of phrases from his/ her repertoire.
* understand short simple personal letters.
* identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.
* describe his/her family, living conditions, educational background, present or most recent job.
* describe people, places and possessions in simple terms.
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**WEEK 2**

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| **Page**  | **Grammar** | **Vocabulary** | **Pronunciation** | **Writing and Reading** | **Listening/ Video** | **Speaking** |  **Practical English/R&C** |
| **16-25****2B-3B** | * Past continuous
* Time sequencers and connectors
* Be going to (plans and predictions)
* Present continuous (future arrangements)

etc. | * Prepositions of time and place: at, in, on
* Verb phrases
* Airports
* Verbs+prepositions e.g arrive in
 | * Sentence stress
* Word stress
* Sentence stress and fast speech
* Sounding friendly
 | * Article about a photo by the famous French photographer Henri Cartier-Bresson
* Article about TripAside
* Quiz: How organized are you?
 | * Video: Listening to two different endings about a love story
* Listening to a traveler meeting his guide at an airport
* Listening to Jake Bevan
 | * Giving information to a partner
* In pairs,

re-telling the story using the pictures* Communication: What are your plans?
* Talking to other students to make arrangements
 | * R&C: Unit 1&2
 |
| **Assessment** |
| Mini Presentation 1  |
| **Objectives**Students will be able to* make and respond to invitations, suggestions and apologies.
* establish social contact: greetings and farewells, introductions, giving thanks.
* write about everyday aspects of his/her environment, e.g. people, places,

a job or study experiences in linked sentences.* tell a story or describe something in a simple list of points.
* use everyday polite forms of greeting and address.
* write very simple personal letters expressing thanks and apology.
* use some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.
* use the idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from context.
* use the idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from context.
* understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
* understand the description of events, feelings and wishes in personal letters

well enough to be able to correspond regularly with a pen friend.* write very short, basic descriptions of events, past activities or personal experiences.
* recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.

understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items |

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**WEEK 3**

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| **Page**  | **Grammar** | **Vocabulary** | **Pronunciation** | **Writing and Reading** | **Listening/ Video** | **Speaking** |  **Practical English/R&C** |
| **26-37****3C-4RC** | * Defining relative clauses
* Present perfect +yet, just, already
* Present perfect or past simple? (1)
* Something

, anything.nothing, | * Paraphrasing:
* Housework, make or do?
* Shopping
* Adjectives ending –ed and –ing
 | * Pronunciation in a dictionary
* /j/ and /ʤ/
* C and ch
* /e/,/əʊ/ , and /ʌ/
 | * Reading about a game show
* Reading articles
* The story of ice cream sellers
* Reading an article about a boring weekend
 | * Listening to a contestant
* Listening to a video blog
* Video: The history of the weekend
 | * Communication: What is the word?
* Communication: Has he done it yet?
* Asking questions each other
* Interviewing each other with the questions
* Answering the questions with a partner
* Communication: The friendliest city
* Asking and answering the questions with a partner
 | * PE: Episode 2

At the restaurant * R&C: Unit 3&4
 |
| **Assessment** |
| Mini Presentation 2  |
| **Objectives**Students will be able to* make his/her opinions and reactions understood as regards possible solutions

or the question of what to do next, giving brief reasons and explanations.* relate details of unpredictable occurrences, e.g. an accident.
* convey simple, straightforward information of immediate relevance, getting

across which point he/she feels is most important* understand short, simple texts on familiar matters of a concrete type which

consist of high frequency everyday or job-related language.* order a meal.
 |

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**WEEK 4**

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| **Page**  | **Grammar** | **Vocabulary** | **Pronunciation** | **Writing and Reading** | **Listening/ Video** | **Speaking** |  **Practical English/R&C** |
| **38-45****5A-PE (EP.3)** | * Comparative adjectives and adverbs,
* as…as Superlatives

(+ever+present perfect)* Quantifiers,

too, not enough | * Types of numbers
* Describing a town or city
* Health and the body
 | * Sentence stress
* Word and sentence stress
* /ʌ/,/ u:/, /aı/, and /e/
 | * I want it now! Why are we so impatient?
* Article *Are they really good or bad*?
 | * Listening to five people
* Listening to a recent experiment
* Listening to a nutritionist talking about what kind of liquids we should drink
 | * Asking and answering with a partner
* Talking to a partner about an article
 | * PE: Episode 3

Taking something back to a shop |
| **Assessment** |
| MID-TERM EXAM (involving weeks 1-4) |
| **Objectives**Students will be able to* write a series of simple phrases and sentences about their family, living conditions, educational background, present and most recent job.
* use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions, etc.
* make and respond to suggestions.
* communicate in simple and routine tasks requiring a simple and direct exchange of information.
* understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.
* copy short sentences on everyday subjects.
* understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
* write personal letters describing experiences, feelings and events in some

detail.* give and seek personal views and opinions in discussing topics of interest.
* obtain more detailed information.
* aware of the salient politeness conventions and acts appropriately.
* find and understand relevant information in everyday material, such as letters,

brochures and short official documents. |

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**WEEK 5**

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| **Page**  | **Grammar** | **Vocabulary** | **Pronunciation** | **Writing and Reading** | **Listening/ Video** | **Speaking** |  **Practical English/R&C** |
| **46-55****6A-7A** | * Will/won’t (predictions)
* Will/won’t (decisions,

offers,promise)* Review of verb forms: present, past and future
* Uses of the infinitive with to
 | * Opposite verbs
* verb + back

modifiers* verbs+infinitive: try to, forget to, etc.
 | * ‘ll, won’t
* Word stress: two – syllable verbs
* The letters ow
* Weak form of to, linking
 | * Why negative thinking can be positive?
* Article about a couple
* How to survive your first day in a new office
 | * Listening to a radio programme about positive thinking
* Listening to an article about a couple
* Listening to a psychoanalyst
* Video: Film *What do our dreams really mean?*
* *Listening to Simon anc Claire describing their first day at work*
 | * Communication: Dreams
 | * R&C: Unit 5&6
 |
| **Assessment** |
| Mini Presentation 3  |
| **Objectives**Students will be able to* find specific, predictable information in simple everyday material such as

advertisements, prospectuses, menus, reference lists and timetables.* reasonably fluently sustain a straightforward description of one of a variety of

subjects within his/her field of interest, presenting it as a linear sequence of points.* control a narrow repetoire dealing with everyday concrete needs.
* use reasonably accurately a repertoire of frequently used ‘routines’ and patterns associated with more predictable situations.
* manage simple, routine exchanges without undue effort;
* ask and answer questions and exchange ideas and information on familiar topics in predictable

everyday situations. interest with a satisfactory level of comprehension. |

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**WEEK 6**

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| **Page**  | **Grammar** | **Vocabulary** | **Pronunciation** | **Writing and Reading** | **Listening/ Video** | **Speaking** |  **Practical English/R&C** |
| **56-65****7B-8B** | * Uses of the gerund
* Have to,

don’t have to, mustmustn’t* Should
* If+present, will+Vinf

(first conditionals) | * Verbs+gerund
* Adjectives+prepositions afrait of etc.
* Get
* Confusing verbs
 | * The letter *i*
* Must,
* mustn’t /u/ and /u:/,
* sentence stress
* Linking
 | * Article about a language learning experiment
* An advice column in a British newspaper
* Two paragraphs of the article about Murphy’s Law
 | * A part of a radio programme about Bank of Happiness in Tallinn, the capital of Estonia
* Max’s tests about learning a language
* Listening to Tracey rading Graham’s advice
* Listening to two stories about Peter and Sue
 | * In pairs, saying if the sentences are true or not
* Talking to a partner Comparing your notes with a partner
* Asking and answering with a partner
 | * PE: Episode 4

Going to a pharmacy |
| **Objectives**Students will be able to* understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided

 speech is clearly articulated in a generally familiar accent* read straight-forward factual texts on subjects related to his/her field of
* use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.
* write accounts of experiences, describing feelings and reactions in simple connected text.
* discuss what to do next, making and responding to suggestions, asking for and giving directions.
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**WEEK 7**

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| **Page**  | **Grammar** | **Vocabulary** | **Pronunciation** | **Writing and Reading** | **Listening/ Video** | **Speaking** |  **Practical English/R&C** |
| **66-75****8C-9C** | * Possessive pronouns
* If+past, would + infinitive

(second conditional)* Present perfect + for and since
* Present perfect or past simple(2)
 | * Adverbs of manner
* Animals and insects
* Phobias and words related to fear, phrases with *for* and *since*
* Biographies
 | * Sentence rhythm
* Word stress
* Sentence stress *Word stress,*
 | * A short story
* Would you know what to do?
* Some information from *fearof.net*
* Like mother like daughter
 | * Video: Watching the parts of the story
* Listening about the five most dangerous animals or insects in the UK
* Listening to interviews with Julia and Chloe
* Listening about a famous father and his son
 | * Talking about imaginary situations
* Moving around the class and ask questions Interviewing with a partner about his/her person
 | * R&C: Unit 7&8
 |
| **Assessment** |
| Speaking Project  |
| **Objectives**Students will be able to* use reasonably accurately a repetoire of frequently used ‘routines’ and patterns associated with more predictable situations.
* extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.
* give and seek personal views and opinions in discussing topics of interest.
* ask and answer questions about pastimes and past activities.
* understand clearly written, straightforward instructions. Can understand regulations when expressed in simple language.
* work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.
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**WEEK 8**

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| **Page**  | **Grammar** | **Vocabulary** | **Pronunciation** | **Writing and Reading** | **Listening/ Video** | **Speaking** |  **Practical English/R&C** |
| **9PE, (76,77)****10A, (78,79)****10C,****(82,83)****10RC, (84,85) 11A,****(86, 87)** **10B,****11B,****11C,****11PE, UNIT 12 SKIPPED**  | * Expressing movement
* Passive
* Used to
 | * People from different countries
* School subjects
* Word building: noun formation
* Sports
 | * /ʃ/, -ed, sentence stress
* Used to, didn’t use to
* Sports
* *sentence stress,*
 | **Reading*** Why aren’t women’s sports as popular as men’s
* Fame Academy
 | * Video: The video *Invented by women*
* Listening to three people talking about their memories of school
 | * Communication: Passives
* Talking about past using used to
* Interviewing a partner with the questionnaire
* In pairs, answering the questions
 | * R&C: Unit 9&10
* PE: Episode 5

Asking how to get there |
| **Assessment** |
| END-OF-TERM EXAM (involving weeks 1-8) |
| **Objectives**Students will be able to* ask and answer questions about pastimes and past activities.
* work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.
* use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.
* recognize significant points in straightforward newspaper articles on familiar subjects.
* identify the main conclusions in clearly signaled argumentative texts.
* understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
* understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
* follow detailed directions.
* recognize significant points in straightforward newspaper articles on familiar subjects.
* understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
* deal with everyday practical demands; finding out and passing on factual information.
* use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.
* identify the main conclusions in clearly signaled argumentative texts.
* understand enough to be able to meet needs of a concrete type provided
 |