**HASAN KALYONCU UNIVERSITY**

**SCHOOL OF FOREIGN LANGUAGES**

**2022-2023**

**INTEGRATED SKILLS CURRICULUM – UPPER-INTERMEDIATE**

**WEEK 1**

**ENGLISH FILE 4th EDITION– UPPER-INTERMEDIATE**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Practical English/R&C** |
| **6-19**  **1A-2A** | * Question Formation * Auxiliary verbs, the….,the…+ comparatives * Present perfect, Simple and Continuous | * Working out meaning from context * Compound adjectives, modifiers * Illnesses and injuries | * Intonation: showing interest * Intonation and sentence rhythm * /s/, /dg/, /ts/ and /k/ | * Article: *Biographical Info of Florence Welch and Dan Stevens* * *Article: Applying for a job* * *The mystery of the Lighthouse Keepers* * Article: *What your profile photo says about you* * *Article: Confessions of a cyberchondriac* | * Listen to four people talking about strange questions * Listen to an audio about forest * Listen to Jane, Daniel and Alison | * Talk about Florence Welch * Talk about profile photos * *Talk about ‘The mystery of the Lighthouse Keepers’* | * CE1- talking about…..getting a job |
| **Objectives**  Students will be able to;   * identify the auxiliary verbs and question formation * write sentences using present perfect, simple and continuous tense * speak about social media, biography of famous people and job * understand listening audios about forest | | | | | | | |

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**WEEK 2**

**ENGLISH FILE 4th EDITION– UPPER-INTERMEDIATE**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Practical English/R&C** |
| **20-33**  **2B-3B** | * Using Adjective as nouns , adjective order * Narrative tenses, past perfect continuous, so/ such...that * The position of adverbs and adverbial phrases | * Clothes and fashion * Air travel * Adverbs and adverbial clauses | * Vowel sounds * Irregular past forms, sentence rhythms * Word stress and intonation | * Article: *The joy of the age-gap friendship* * *Article: How to get the best seat* * *Article: The necklace* | * Listen to a radio discussion about dressing your age * Video: *Hiut jeans company* * Listen to a some announcements * Listening the story ‘The Necklace’ | * Talk about flight * Talk about reading habits | * R&C- 1&2 |
| **Assessment** |
| Mini Presentation 1 |
| **Objectives**  Students will be able to;   * identify the usage of adjective as nouns and adjective order * identify different future time connectors such as until * understand listening audios about education * talk about our body and educational issues * maintain a conversation or discussion on reading habits | | | | | | | |

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**WEEK 3**

**ENGLISH FILE 4th EDITION– UPPER-INTERMEDIATE**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Practical English/R&C** |
| **34-45**  **CE2&3-4RC** | * Future perfect and future continuous * Zero and first conditionals, future time clauses | * The environment, weather * Expressions with take | * Vowel sounds * Linked phrases | * An article: *Climate Stories project* * *An article: why are deadly extreme sports more popular than ever?* | * Listen to an audio about Mike Bench * Listen to four people talking about risk-taking * Video: watch a documentary about Grace Doyle | * Talk about risk taking * Talk about the weather * Talk about houses | * CE2-Talking about… books |
| **Assessment** |
| Mini Presentation 2 |
| **Objectives**  Students will be able to;   * differentiate between future perfect and future continuous tenses * identify the difference between zero and first conditionals, future time clauses * read and understand texts about extreme sports and climate * talk about houses * talk about sports * make his / her opinions and reactions understood as regards to risk taking | | | | | | | |

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**INTEGRATED SKILLS CURRICULUM – UPPER-INTERMEDIATE**

**WEEK 4**

**ENGLISH FILE 4th EDITION– UPPER-INTERMEDIATE**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Practical English/R&C** |
| **46-55**  **5A-CE 4&5** | * Unreal conditions * Wish for present/ future, wish for past regrets | * Feelings * Expressing feelings with verbs or –ed/ing adjectives | * Word stress in three- or four syllable adjectives * Sentence rhythm and intonation | * Article: *Interview with Ali Brookes* * *Article about regrets* | * Listen to an *Interview with Ali Brookes* * Listen to a poem about regret from a poetry website | * Talk about your feelings in different situation * Talk about regrets | * CE 4&5- Talking about… waste |
| **Assessment** |
| MID-TERM EXAM (involving weeks 1-4) |
| **Objectives**  Students will be able to;   * identify the rules for unreal conditions * exploit a wide range of simple language to identify the difference between used to, be used to, and get used to * get better understanding of word stress and sentence rhythm * learn vocabulary about feelings * talk about feelings and regrets * give detailed accounts of experiences, describing feelings and reactions * have a sufficient vocabulary to express him / herself with some circumlocutions on most topics pertinent to his / her feelings in different situations * intervene appropriately in discussion, exploiting appropriate language | | | | | | | |

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**INTEGRATED SKILLS CURRICULUM – UPPER-INTERMEDIATE**

**WEEK 5**

**ENGLISH FILE 4th EDITION– UPPER-INTERMEDIATE**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Practical English/R&C** |
| **56-69**  **6A-7A** | * Used to, be used to, get used to * Gerunds and Infinitives * Past modals: must have, etc., would rather | * Sleep * Music * Verbs often confused | * /s/, and /z/Weak form of have * Silent consonant | * *Article: The way we used to sleep* * Article about music * Article: classic student house arguments and how to avoid them * Article: How to win an online argument | * Listen to a podcast by sleep expert Dr. Neil Stanley * Video: watch an interview with pianist Isata Kanneh-Mason * Listen to a psychologist giving some tips about how to argue better | * Talk about your dreams and sleep pattern * Talk about music * Talk about problems and solutions | * R&C: 5&6 |
| **Assessment** |
| Mini Presentation 3 |
| **Objectives**  Students will be able to;   * identify the form and use of gerunds and infinitives * identify the rules and meaning of past modals * understand reading texts and audios about music * maintain a conversation or discussion about problems and solutions * ask a group member for their views on sleep patterns * express opinions on subjects relating to music | | | | | | | |

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**INTEGRATED SKILLS CURRICULUM – UPPER-INTERMEDIATE**

**WEEK 6**

**ENGLISH FILE 4th EDITION– UPPER-INTERMEDIATE**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Practical English/R&C** |
| **70-85**  **7B-R&C 7&8** | * Verbs of tenses * The passive (all forms); have something done; it is said that…., he is thought to …, etc. * Reporting verbs | * The body * Crime and punishment * The media | * Silent consonants * The letter u * Word stress | * *Article:* *How to improve your acting skills* * Article: *The best way to spot a liar… or is it?* * *Article: A case of identity theft.* * *News report about Tour de France* | * Listen to a drama teacher explaining the exercises to his students * Listen to metropolitan Police podcast * Listen to the stories about two pictures * Video: watch the documentary The Speed of news once | * Talk about telling the truth or lie * Talk about different topics * Talk about identifying theft | * CE- 6&7- Talking about...performances * R&C- 7&8 |
| **Objectives**  Students will be able to;   * identify the difference between verbs of tenses * learn how to make passive forms * identify the form of reporting verbs * read, listen and understand texts and talks about different topics * have a good range of vocabulary related to body | | | | | | | |

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**INTEGRATED SKILLS CURRICULUM – UPPER-INTERMEDIATE**

**WEEK 7**

**ENGLISH FILE 4th EDITION– UPPER-INTERMEDIATE**

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| **86-95**  **9A-8&9CE** | * Causes of contrast and purpose * Uncountable and plural nouns | * Advertising, business * Word building: prefixes and suffixes | * Changing stress on nouns and adverbs * Word stress with prefixes and suffixes | * *Article: Razors and Blades* * *Article: what makes a city attractive* * *Article: Is this the future of the cities?* | * Listen to a marketing expert talking about six marketing techniques * Listen to five well-travelled people talking about the most beautiful city they have been to | * Talk about advertising and products * Talk about your city/ region * Talk to your partner about a city in your country or abroad | * CE- 8&9- Talking about performances |
| **Assessment** |
| Speaking Project |
| **Objectives**  Students will be able to;   * identify the form, use and meaning of causes of contrast and purpose * form sentences using uncountable and plural nouns * speak about different topics in a limited time * exploit a wide range of language flexibly to talk about a city or a country | | | | | | | |

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**WEEK 8**

**ENGLISH FILE 4th EDITION– UPPER-INTERMEDIATE**

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| **96-105**  **10A-10RC** | * Quantifier: all, every, both, etc. * articles | * Science * Collocation: word pairs | * Stress in word families * Pausing and sentence stress | * Read about the reality of sci-fi * Read about the best speeches of all time | * Listen to a scientist * Listen to the radio program * Video: Watch a short film called ‘Giving Presentations’ | * Talk about detective series or murder mystery films * Interview with your partner about the questions | * R&C: 9&10 |
| **Assessment** |
| END-OF-TERM EXAM (involving weeks 1-8) |
| **Objectives**  Students will be able to;   * learn the function of quantifiers and how use them in speech * form sentences using articles * read, listen and understand texts and audios about films * talk about detective films using the vocabulary for crime | | | | | | | |