

HASAN KALYONCU UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES

2023-2024

INTEGRATED SKILLS CURRICULUM – PRE-INTERMEDIATE

ENGLISH FILE 4th EDITION– PRE-INTERMEDIATE

WEEK 1

Page	Grammar	Vocabulary	Pronunciation	Writing and Reading	Listening/ Video	Speaking	Practical English/R&C
6-15 1A-2A	<ul style="list-style-type: none"> Word order in questions Present simple Present continuous Past simple: regular and irregular verbs 	<ul style="list-style-type: none"> Common verb phrases, spelling and numbers Describing people: appearance and personality Clothes, prepositions of place Holidays 	<ul style="list-style-type: none"> Vowel sounds, the alphabet Final -s/-es Regular verbs: -ed endings 	Reading <ul style="list-style-type: none"> Article about Charlotte and her father Clint Passport, tickets, money, phone 	<ul style="list-style-type: none"> Listening to Elspbeth Gordon Listening to an art expert talking about Vermeer and The Milkmaid Listening to Stuart and Marta talking about the holidays 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 and clearly.
- 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

Page	Grammar	Vocabulary	Pronunciation	Writing and Reading	Listening/ Video	Speaking	Practical English/R&C
16-25 2B-3B	<ul style="list-style-type: none"> Past continuous Time sequencers and connectors Be going to (plans and predictions) Present continuous (future arrangements) etc. 	<ul style="list-style-type: none"> Prepositions of time and place: at, in, on Verb phrases Airports Verbs+prepositions e.g arrive in 	<ul style="list-style-type: none"> Sentence stress Word stress Sentence stress and fast speech Sounding friendly 	<ul style="list-style-type: none"> Article about a photo by the famous French photographer Henri Cartier-Bresson Article about Trip Aside Quiz: How organized are you? 	<ul style="list-style-type: none"> Video: Listening to two different endings about a love story Listening to a traveler meeting his guide at an airport Listening to Jake Bevan 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

Page	Grammar	Vocabulary	Pronunciation	Writing and Reading	Listening/ Video	Speaking	Practical English/R&C
26-37 3C-4RC	<ul style="list-style-type: none"> Defining relative clauses Present perfect +yet, just, already Present perfect or past simple? (1) Something , anything. nothing, 	<ul style="list-style-type: none"> Paraphrasing: Housework, make or do? Shopping Adjectives ending -ed and -ing 	<ul style="list-style-type: none"> Pronunciation in a dictionary /j/ and /dʒ/ C and ch /e/,/əʊ/, and /ʌ/ 	<ul style="list-style-type: none"> Reading about a game show Reading articles The story of ice cream sellers Reading an article about a boring weekend 	<ul style="list-style-type: none"> Listening to a contestant Listening to a video blog Video: The history of the weekend 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

Page	Grammar	Vocabulary	Pronunciation	Writing and Reading	Listening/ Video	Speaking	Practical English/R&C
38-45 5A-PE (EP.3)	<ul style="list-style-type: none"> Comparative adjectives and adverbs, as...as Superlatives (+ever+ present perfect) Quantifiers, too, not enough 	<ul style="list-style-type: none"> Types of numbers Describing a town or city Health and the body 	<ul style="list-style-type: none"> Sentence stress Word and sentence stress /ʌ/, /u:/, /aɪ/, and /e/ 	<ul style="list-style-type: none"> I want it now! Why are we so impatient? Article <i>Are they really good or bad?</i> 	<ul style="list-style-type: none"> Listening to five people Listening to a recent experiment Listening to a nutritionist talking about what kind of liquids we should drink 	<ul style="list-style-type: none"> Asking and answering with a partner Talking to a partner about an article 	<ul style="list-style-type: none"> 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

Page	Grammar	Vocabulary	Pronunciation	Writing and Reading	Listening/ Video	Speaking	Practical English/R&C
46-55 6A-7A	<ul style="list-style-type: none"> Will/won't (predictions) Will/won't (decisions, offers, promise) Review of verb forms: present, past and future Uses of the infinitive with to 	<ul style="list-style-type: none"> Opposite verbs verb + back modifiers verbs+infinitive: try to, forget to, etc. 	<ul style="list-style-type: none"> 'll, won't Word stress: two – syllable verbs The letters ow Weak form of to, linking 	<ul style="list-style-type: none"> Why negative thinking can be positive? Article about a couple How to survive your first day in a new office 	<ul style="list-style-type: none"> Listening to a radio programme about positive thinking Listening to an article about a couple Listening to a psychoanalyst Video: Film <i>What do our dreams really mean?</i> Listening to <i>Simon and Claire</i> describing their first day at work 	<ul style="list-style-type: none"> Communication: Dreams 	<ul style="list-style-type: none"> 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 repertoire 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

Page	Grammar	Vocabulary	Pronunciation	Writing and Reading	Listening/ Video	Speaking	Practical English/R&C
56-65 7B-8B	<ul style="list-style-type: none"> • Uses of the gerund <ul style="list-style-type: none"> • Have to, don't have to, must • mustn't • Should • If+present, will+Vinf (first conditionals) 	<ul style="list-style-type: none"> • Verbs+gerund • Adjectives +prepositions afraid of etc. • Get • Confusing verbs 	<ul style="list-style-type: none"> • The letter <i>i</i> • Must, • mustn't /u/ and /u:/, • sentence stress • Linking 	<ul style="list-style-type: none"> • Article about a language learning experiment • An advice column in a British newspaper • Two paragraphs of the article about Murphy's Law 	<ul style="list-style-type: none"> • 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 reading Graham's advice • Listening to two stories about Peter and Sue 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Page	Grammar	Vocabulary	Pronunciation	Writing and Reading	Listening/ Video	Speaking	Practical English/R&C
66-75 8C-9C	<ul style="list-style-type: none"> • Possessive pronouns • If+past, would + infinitive (second conditional) • Present perfect + for and since • Present perfect or past simple(2) 	<ul style="list-style-type: none"> • Adverbs of manner • Animals and insects • Phobias and words related to fear, phrases with <i>for</i> and <i>since</i> • Biographies 	<ul style="list-style-type: none"> • Sentence rhythm • Word stress • Sentence stress <i>Word stress</i>, 	<ul style="list-style-type: none"> • A short story • Would you know what to do? • Some information from <i>fearof.net</i> • Like mother like daughter • 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Talking about imaginary situations • Moving around the class and ask questions • Interviewing with a partner about his/her person 	<ul style="list-style-type: none"> • R&C: Unit 7&8
							Assessment
							Speaking Project

Objectives

Students will be able to

- use reasonably accurately a repertoire 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

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	<ul style="list-style-type: none"> Expressing movement Passive Used to 	<ul style="list-style-type: none"> People from different countries School subjects Word building: noun formation Sports 	<ul style="list-style-type: none"> /ʃ/, -ed, sentence stress Used to, didn't use to Sports <i>sentence stress,</i> 	Reading <ul style="list-style-type: none"> Why aren't women's sports as popular as men's Fame Academy 	<ul style="list-style-type: none"> Video: The video <i>Invented by women</i> Listening to three people talking about their memories of school 	<ul style="list-style-type: none"> Communication: Passives Talking about past using used to Interviewing a partner with the questionnaire In pairs, answering the questions 	<ul style="list-style-type: none"> 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