**TERM 1**

**HASAN KALYONCU UNIVERSITY**

**SCHOOL OF FOREIGN LANGUAGES**

**2024-2025**

**INTEGRATED SKILLS CURRICULUM – INTERMEDIATE (8 WEEKS)**

 **WEEK 1**

**ENGLISH FILE 4th EDITION– INTERMEDIATE COURSEBOOK**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Practical English/R&C** |
| **6-19****1A-2A** | * Present Simple and Continuous, action and non-action verbs
* Future forms
* Present Perfect and Past Simple
 | * Food and cooking,
* Family, adjective of personalities
* Money
 | * Short and long vowel sounds
* Sentence stress, word stress
* *o* and *or*
 | * Article: *Eat and drink – but at the right time!*
* Article: *How birth order influences your personality?*
* Article: *One woman’s ‘no-spend year’, how she survived*
 | * Listen to six people talking about their food profile
* Listen to an interview with Marianna
* Listen to a radio programme about scams
 | * Talk about food profile
* Agreeing and disagreeing
* Talk about family
* Talk about past experiences using *Have you ever…?*
 |  |
| **Objectives**Students will be able to;* understand and speak about food and family
* identify the difference between Present Simple and Present Continuous as well as action and non-action verbs
* use future forms to communicate about the future with different functions
* agree or disagree on different topics regarding food and family

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**WEEK 2**

**ENGLISH FILE 4th EDITION– INTERMEDIATE COURSEBOOK**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Practical English/R&C** |
| **20-29****2B-3A** | * Present Perfect + *for/since*, Present Perfect Continuous
* Choosing between *Comparatives* and *Superlatives*
 | * Strong adj: amazed, exhausted etc.
* Transport
 | * Sentence stress
* /ʃ/, /dʒ/ and /tʃ/

Linking | * A blog: The polar challenge
* Reading about a race across London: *TopGear challenge*
 | * Listen to an interview with Jane Cadwallader
* Video: the documentary *The Great OUO Bake Sale*
* Listen to what happened to The Stig
 | * Talk about strong adjectives
* Ask and answer questions on different topics
 | * R&C: 1&2
 |
| **Assessment** |
| Mini Presentation 1  |
| **Objectives**Students will be able to;* identify for and since with Present Perfect Tense
* identify the difference between Present Perfect Tense and Present Perfect Continuous Tense
* learn strong adjectives like amazed
* understand texts and audios about life experiences
* identify the difference between Present Perfect and Past Simple as well as their functions in different contexts
* get better understanding of vocabulary about personality adjectives and money
* communicate about personality and money
* get sufficient social context for meeting parents
* identify form, use and meaning of comparative and superlative adjectives
* write and speak by using comparatives and superlatives
* learn vocabulary for transportation
* give opinions about different topics
 |

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**WEEK 3**

**ENGLISH FILE 4th EDITION– INTERMEDIATE COURSEBOOK**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Practical English/R&C** |
| **30-45****3B - 4RC** | * Articles: *a/an, the* or *no article*
* Obligation and prohibition: *have to, must, should*
* Ability and possibility: *can, could be able to*
 | * Collocation: verbs/adj + prep
* Phone language
* -ed, -ing adjectives
 | * /ə/ and two pronunciations of *the*
* Silent consonants
* Sentence stress
 | * Article: *Common stereotypes about men and women – but are they really true?*
* Article: *Debrett’s guide to modern dilemmas*
* Tips on a forum for learning English outside class
 | * Listen to a programme about children and stereotypes
* Listen to a radio phone-in programme about manners
* Listen to Matt talking about his experiences
 | * Talk about manners
* Talk about 13 annoying things
* Talk about your abilities
 | * PE: Episode 2

A difficult celebrity |
| **Assessment** |
| Mini Presentation 2  |
| **Objectives**Students will be able to;* identify modals for obligation and prohibition
* use *have to, must* and *should* in different contexts
* identify modals for ability and possibility
* use *can, could* and *be able to* in various contexts
* comprehend texts and audios about rules and abilities
 |

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**WEEK 4**

**ENGLISH FILE 4th EDITION– INTERMEDIATE COURSEBOOK**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Practical English/R&C** |
| **46-55****5A - PE (Ep.3)** | * Past Tenses: Simple, Continuous, Perfect
* Past and present habits and states
 | * -ed/-ing adj
* Sport
* Relationships
 | * /ɔː/and/ɜː/
* The letter s

Used to | * Article: *Do ‘lucky socks’ really work?*
* Read two stories
 | * Listen to an interview with an ex-Champions League football referee from Spain
* Listen to a radio programme about friendship
 | * Talk about tips for learning a language
* Talk about sport
* Talk about sportspeople
* Presenting an opinion about statements
 | * 3&4 RC
 |
| **Assessment** |
| MID-TERM EXAM (involving weeks 1-4) |
| **Objective**Students will be able to;* identify different uses, forms and meanings of Past Tenses
* understand and talk about sports
* use different forms of adjectives in daily speech

give opinions on learning a language using tenses mentioned above* identify different structures used to express past and present habits and states
* learn vocabulary for relationships
* comprehend texts and audios about relationships
* identify different structures used to express past and present habits and states
* learn vocabulary for relationships
* comprehend texts and audios about relationships present opinions about various cases
 |

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**INTEGRATED SKILLS CURRICULUM – INTERMEDIATE (8 WEEKS)**

**WEEK 5**

**ENGLISH FILE 4th EDITION– INTERMEDIATE COURSEBOOK**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Practical English/R&C** |
| **56-65****6A-6RC** | * Passive (all tenses)
* Modals of deduction might, can’t, must
 | * Cinema
* The body
 | * Regular and irregular past participles
* Diphtongs
 | * Article: *The world of extras*
* Article: *What your profile photo says about you*
* Article: *Can you learn how to be charismatic?*
 | * Listen to an interview about films and extras
* Listen to Colin talking about what he learns to be charismatic.
* Video: *A day with a personal stylist*
 | * Talk about cinema interview
* Talk about profile photos
* Talk about a questionnaire about education

. | * R&C: 5&6

  |
| **Objectives**Students will be able to;* read and understand texts about cinema, films and actors
* identify the difference between modals of deduction
* write sentences using passive voice and modals of deduction
* speak about cinema and social media
* find out about the structure, use and meaning of first conditionals
* identify different future time connectors such as until
* understand listening audios about education
* talk about our body and educational issues
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**INTEGRATED SKILLS CURRICULUM – INTERMEDIATE (8 WEEKS)**

**WEEK 6**

**ENGLISH FILE 4th EDITION– INTERMEDIATE COURSEBOOK**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Practical English/R&C** |
| **66-75****7A-PE (Ep.4)** | * First Conditionals and future time clauses + when, until, etc.
* Second conditional, choosing between conditional
 | * Education
* Houses
 | * The letter *u*
* Sentence stress, the letter *c*
 | * Read comments on the question *Is it really worth going to uni?*
* An article: *Things you know if you still live with your parents*
 | * Listen to a BBC programme about education
* Listen to an audio guide to the *Handel & Hendrix in London* museum
 | * Talk about different topics like school, university etc
* Talk about living with parents
* Talk about houses
* Talk about jobs
 | * PE: Episode 4

Boys’ night out |
| **Assessment** |
| Mini Presentation 3 |
| **Objectives**Students will be able to;* learn the structure, use and meaning of second conditionals
* identify the difference between first and second conditionals
* read and understand texts about houses and living in a family
* talk about houses
* watch and understand the cultural context of going out
* identify the rules for reported speech
* get better understanding of reporting sentences and questions
* learn vocabulary about shopping
* learn how to make complaints
 |

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**INTEGRATED SKILLS CURRICULUM – INTERMEDIATE (8 WEEKS)**

**WEEK 7**

**ENGLISH FILE 4th EDITION– INTERMEDIATE COURSEBOOK**

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| **Page** | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** | **Practical English/R&C** |
| **76 – 89****8A – 9A** | * Choosing between gerunds and infinitives
* Reported speech: sentences and questions
* Third conditional
 | * Work
* Shopping
* Word building: making nouns from verbs
* Making adjectives and adverbs
 | * Word stress
* The letters *ai*
* Sentence rhythm, weak pronunciation of *have*
 | * Article: *In the Dragons’ Den*
* Article: Going to the extra mile
* Article: *How to improve your luck and win the lottery twice (possibly)*
 | * Listen to an interview with *Dragons’ Den* contestants
* Listen to a story about bad customer service
* Listen to writer Bernard Hare talking about something that happened to him when he was a student
 | * Presenting a product in the class
* Talk about shopping
* Talk about problems that we have during travel
* Talk about experiences that we have in the street
* Talk about different topics
* Talk about luck
 | * R&C: 7&8
 |
| **Assessment** |
| Speaking Project  |
| **Objectives**Students will be able to;* identify gerunds and infinitives
* talk about shopping and make a presentation in class
* identify the form, use and meaning of third conditionals
* learn some nouns made out of verbs
* understand reading texts and audios about some customer services
* talk about experiences that we have in the street
* learn how to make adjectives and adverbs
* read, listen and understand texts and talks about luck
 |

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**WEEK 8**

**ENGLISH FILE 4th EDITION– INTERMEDIATE COURSEBOOK**

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| **Page**  | **Grammar** | **Vocabulary** | **Pronunciation** | **Reading** | **Listening/ Video** | **Speaking** |  **Practical English/R&C** |
| **90-105****9B – 10RC** | * Quantifiers
* Relative Clause
* Question Tags
 | * Electronic devices
* Compound nouns
* Crime
 | * Linking, *ough* and *augh*
* Word stress
* Intonation in question tags
 | * Article: *11 ways to tidy up your digital life*
* Read about celebrities who died
* Read about Jack the Ripper
* Read a part of short story
 | * Listen to Australian journalist Anna Magee going on a three-day digital detox course
* Listen to an audio guide for an exhibition about British design
* Listen to an interview with a retired police inspector

Video: Documentary *Queen of Crime* | * Talk about digital detox course
* Talk about description of people and objects
* Talk about different topics in 3 minutes
* Talk about crimes

Talk about detective series or murder mystery films | * PE: Episode 5

Unexpected events* R&C: 9&10
 |
| **Assessment** |
| END-OF-TERM EXAM (involving weeks 1-8) |
| **Objectives**Students will be able to;* identify the difference between different quantifiers
* identify the form, use and meaning of relative clauses
* form sentences using relative clauses
* learn compound nouns and use them in different contexts
* speak about different topics in a limited time
* learn the function of tag questions and how use them in speech
* read, listen and understand texts and audios about crimes
* talk about detective films using the vocabulary for crime
 |