**TERM 1**

**HASAN KALYONCU UNIVERSITY**

**SCHOOL OF FOREIGN LANGUAGES**

**2024-2025**

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

**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** |
| **6-17**  **1A-2B** | * Word order in questions * Present simple * Present continuous * Past simple: regular and irregular verbs * Past continuous | * Common verb phrases, spelling and numbers * Describing people: appearance and personality * Clothes, prepositions of place * Holidays * Prepositions of time and place: at, in, on | * Vowel sounds, the alphabet * Final –s/-es * Regular verbs: -ed endings * Sentence stress * Weak forms   (was/were) | **Reading**   * Article about Charlotte and her father Clint * Passport, tickets, money, phone * Article about a photo by the famous French photographer Henri Cartier-Bresson | * 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 * Giving information to a partner * In pairs,   re-telling the story using the pictures | * PE: Episode 1   Calling reception |
| **Objectives**  Students will be able to   * use everyday polite forms of greeting and address. * tell a story or describe something in a simple list of points. * 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** |
| **18-25**  **2C-3B** | * Time sequencers and connectors * Be going to (plans and predictions) * Present continuous (future arrangements)   etc. | * Verb phrases * Airports * Verbs+prepositions e.g arrive in | * Word stress * Sentence stress and fast speech * Sounding friendly | * 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 | * 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   * link groups of words with simple connectors like ‘and’, ‘but’ and ‘because’. * 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.   * 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 and Claire describing their first day at work* | * Communication: Dreams * Responding to predictions * Giving examples and reasons | * R&C: Unit 5&6 |
| **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**

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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, must  mustn’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 |
| **Assessment** |
| Mini Presentation 3 |
| **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 -**  **11B**  **(76,89)**  **11C,**  **11PE, UNIT 12 SKIPPED** | * Expressing movement * Word order of phrasal verbs * Passive * Used to * Might | * People from different countries * Sports * Phrasal verbs * School subjects * Word building: noun formation | * /ʃ/, -ed, sentence stress * Used to, didn’t use to * Sports * sentence stress * linking * Diphthongs | **Reading**   * Why aren’t women’s sports as popular as men’s * Fame Academy * Early Birds: Ella and Peter | * Listening to a radio programme about getting up early * Video: The video *Invented by women* * Listening to three people talking about their memories of school * Listening to a talk called *Is too much choice making us unhappy?* | * Interviewing a partner with the questionnaire * Communication: Passives * Talking about past using used to * 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 | | | | | | | |