**YADYO**

**HAZIRLIK SINIFI MÜFREDATI**

**INTEGRATED SKILLS SYLLABUS**

**B1+**

**COURSEBOOK: SPEAKOUT INTERMEDIATE STUDENTS’ BOOK AND WORKBOOK**

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| WEEK | TOPIC AND UNITS | STUDENTS CAN | NOTES |
| 1 | **UNIT 1 LIFESTYLES ( 1.1/ 1.3/ 1.4)** **PASSIVE** **¬ RANGE OF TENSES** (simple and progressive forms of present , past and future) **CAUSATIVE: HAVE** • Have+object+past participle ¬ To say when you arrange for somebody to do something for you ¬ To talk about a bad experience that was caused by someone unknown or unnamed | * Generally understand straightforward factual texts on familiar topics.
* Scan short texts to locate specific information.
* Infer meaning based on information in a text.
* Give or seek personal views and opinions in discussing topics of interest.
* Give brief reasons and explanations, using simple language.
* Ask someone to clarify or elaborate what they have just said.
* Follow the main points in tv programmes on familiar topics if delivered in clear standard speech.
* Understand a large part of many tv programmes on familiar topics.
* Extract the meaning of unknown words from context if the topic discussed is familiar.
* Identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech.
 | **OMIT:** 1.2 |
| 2 | **UNIT 2 MAKERS ( 2.1/2.2/2.3)** **QUESTION FORMS;** **INDIRECT QUESTIONS** **PRESENT PERFECT SIMPLE VS CONTINUOUS** **• PRESENT PERFECT** ¬ For recent events, often with just, already,yet ¬ To emphasise actions that are short and complete ¬ With state verbs **• PRESENT PERFECT CONTINUOUS** ¬ To place emphasis on the duration of an action that started in the past and continue up to the present ¬ for actions which started and finished in the past and lasted for some time with a visible result ¬ to emphasise the length of time of an activity **¬ NOTE: PRESENT PERFECT** **– EMPHASIS ON NUMBER PRESENT PERFECT CONTINUOUS** **– EMPHASIS ON DURATION** | * Understand the key points about a radio programme on a familiar topic.
* Distinguish between main ideas and supporting details in familiar, standard texts.
* Understand the main points of narratives and conversations about familiar topics (e.g. Work, leisure) delivered in clear standard speech.
* Describe objects, possessions and products in detail, including their characteristics and special features.
* Give or seek personal views and opinions in discussing topics of interest give a short, rehearsed talk or presentation on a familiar topic.
* Ask for more information after a simple lecture or presentation aimed at a general audience, using basic follow-up questions.
* Summarise information from a simple academic text.
* Express opinions and attitudes using a range of basic expressions and sentences.
* Express opinions and react to practical suggestions of where to go, what to do, etc.
 | **OMIT:** 2.1 **WTING SECTION** P:22 & 2.4 |
| 3 | **UNIT 3 CHALLENGES (3.1/3.2)** **NARRATIVE TENSES** **• PAST SIMPLE** ¬ Actions taking place at a particular time in the past ¬ Actions happening one after another in the past **• PAST CONTINUOUS**¬ An action which was in progress at a stated time in the past ¬ A past action which was in progress when another action interrupted it ¬ For two actions which were happening at the same time in the past ¬ To give background information **• PAST PERFECT** ¬ An action that happened before another past action or before a stated time in the past **MODALS OF OBLIGATION: PRESENT AND PAST** **• SHOULD** for advice and mild obligation **• SHOULD HAVE + PAST PARTICIPLE** for regrets **• MUST & HAVE TO** for strong obligation **• MUSTN’T** for prohibition **• DON’T / DIDN’T HAVE TO** to say sth is/was not necessary | * Understand the main points of narratives and conversations about familiar topics (e.g. Work, leisure) delivered in clear standard speech.
* Distinguish between main ideas and supporting details in familiar, standard texts.
* Predict the content of a simple academic text, using headings, images, and captions.
* Recognise significant points and arguments in straightforward newspaper articles on familiar topics Infer meaning based on information in a text.
* Re-tell a familiar story using their own words.
* Express opinions as regards possible solutions, giving brief reasons and explanations.
* Express opinions and attitudes using a range of basic expressions and sentences.
* Use simple language to describe people’s personality and emotions.
 | **OMIT:** 3.3 &3.4 |
| 4 | **UNIT 4 SCIENCE (4.1/4.2/4.3)** **ZERO, FIRST AND SECOND CONDITIONALS** ¬ To talk about a general situation which is always true. ¬ To talk about something that is likely to happen in the future as a result of an action or situation. ¬ To talk about a hypothetical situation **PASSIVE REPORTING STRUCTURES** Used to report opinions and beliefs in formal writing ¬ It+ be+ past participle+ that clause ¬ Subject+ be+ past participle+ infinitive clause **HEDGING AND VAGUE LANGUAGE** | * Follow an everyday conversation or informal interview on common topics.
* Understand a large part of many tv programmes on familiar topics.
* Understand the details of someone’s personal and professional experience from an interview or presentation.
* Recognise significant points and arguments in straightforward newspaper articles on familiar topics.
* Identify key information in an extended text or article.
* Express their thoughts in some detail on cultural topics (e.g. Music, films).
* Report factual information given by other people.
* Respond to ideas and suggestions in informal discussions.
* Use stock phrases to gain time and keep the turn whilst formulating what to say.
* Express and comment on ideas and suggestions in informal discussions.
 | **OMIT:** 4.4 |
| 5 | **UNIT 5 EXPLORE (5.1/5.2/5.3)** **QUANTIFIERS GERUND INFINITIVE** | * Follow most of a clearly structured presentation within their own field.
* Distinguish between main ideas and supporting details in a simple presentation or lecture.
* Infer meaning based on information in a text.
* Recognise significant points and arguments in straightforward newspaper articles on familiar topics.
* Summarise and give opinions on issues and stories and answer questions in detail.
* Explain the main points in an idea or problem with reasonable precision.
* Express their thoughts in some detail on cultural topics (e.g. Music, films).
* Reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
* Express feelings (e.g. Sympathy, surprise, interest) with confidence, using a range of expressions.
* Respond to ideas and suggestions in informal discussions
 | **OMIT:** 5.1 **WRITING SECTION** P: 58 & 5.4 |
| 6 | **UNIT 6 GOODNESS (6.1/ 6.2)** **MODALS OF DEDUCTION( PRESENT AND PROGRESSIVE FORMS)** **• WILL / MUST/ CAN’T** for really certain **• SHOULD** for really likely **• MIGHT/ MAY/ COULD** for possible **THIRD AND MIXED CONDITIONAL** **• THIRD CONDITIONAL** ¬ Used to talk about imaginary or hypothetical situations in the past. **• MIXED CONDITIONAL** ¬ Used to talk about imaginary or hypothetical situations in the past with results in the present. ¬ Used to talk about a present or future condition with a past result. | * Identify key information in an extended text or article.
* Infer meaning based on information in a text.
* Express their thoughts in some detail on cultural topics (e.g. Music, films).
* Express feelings (e.g. Sympathy, surprise, interest) with confidence, using a range of expressions.
* Express their opinions in discussions on contemporary social issues and current affairs
 | **OMIT:** 6.2 **WRITING SECTION** P: 73 & 6.3&6.4 |
| 7 | **UNIT 7 ARTS ( 7.2/ 7.3/ 8.1)** **SO ... THAT / SUCH ... THAT** **7.1 GRAMMAR P:80** **PRESENT AND PAST HABITS:** **BE/GET USED TO VS USED TO** **• PRESENT HABITS**¬ Be used to+noun/ -ing form: used to talk about sth you are accustomed to doing ¬ Get used to+noun/ -ing form: used to talk about sth you become accustomed to **• PAST HABITS** ¬ Used to+ infinitive: used to talk about a habit or state in the past **RESPONDING TO SUGGESTIONS** • Questions • So or such sentence • That sounds/ that’s+ adjective/ that’s a ..... • How+ adjective • One-word comment **RELATIVE CLAUSES****• DEFINING RELATIVE CLAUSES** ¬ It is possible to leave out the relative pronouns who, which and that when this word is not the subject of the relative clause. **• NON-DEFINING RELATIVE CLAUSES** ¬ Non-defining relative clauses give extra information ¬ In non-defining relative clauses, we cannot leave out the relative pronoun. ¬ In non-defining relative clauses, we cannot use that instead of who or which. | * Infer opinions in a simple presentation or lecture.
* Recognise examples and their relation to the idea they support.
* Understand most of a radio programme about a familiar topic.
* Infer meaning based on information in a text.
* Identify key information in an extended text or article.
* Exchange information on a wide range of topics within their field with some confidence.
* Bring relevant personal experiences into a conversation to illustrate a point.
* Express opinions and attitudes using a range of basic expressions and sentences.
* Show interest and appreciation in conversation using a range of expressions.
* Respond to ideas and suggestions in informal discussions.
* Give clear, detailed descriptions on a wide range of familiar subject.
* Re-tell a familiar story using their own words
 | **OMIT:** 7.1 P: 81- 82 & 7.2 **WRITING SECTION** P:85 & 7.4 |
| 8 | **UNIT 8 KNOWLEDGE ( 8.2)** **FUTURE FORMS** **• WILL/ WON’T:** ¬ To make on-the-spot decisions ¬ To make predictions that are based on our opinions or beliefs ¬ To make general predictions about the future ¬ For promises, offers, threats, and invitations **• PROBABLY WILL/ WON’T** ¬ To make a prediction less certain **• BE GOING TO:** ¬ Talk about our plans and intentions in the future ¬ To make predictions that are based on an evidence **• MAY/ MIGHT** ¬ To make predictions which are less certain **• BE DUE TO** ¬ For sth that is expected to happen/ is planned **• BE ABOUT TO** ¬ For sth that is going to happen soon **• BE LIKELY TO** ¬ For a prediction that is probable **• BE BOUND TO** ¬ For a prediction that is very likely | * Express their opinions in discussions on contemporary social issues and current affairs.
* Justify a viewpoint on a topical issue by discussing pros and cons of various options. Explain the main points in an idea or problem with reasonable precision.
* Exchange information on a wide range of topics within their field with some confidence.
 | **OMIT** 8.3& 8.4 |