**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 |