**YADYO**

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**INTEGRATED SKILLS SYLLABUS**

**A2**

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

**OPTIONAL:BBCDVD SECTIONS**

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| WEEK | TOPIC AND UNITS | STUDENTS CAN | NOTES |
| 1 | **UNIT 2WORK(2.1/ 2.2/ 2.3/ 2.4)** **PRESENT SIMPLE VS PRESENT CONTINUOUS** ϖ Present simple: Daily routines or habits / Permanent states / timetables ϖ Adverbs of frequency ϖ Present Continuous: actions that are happening now/ actions happening around the moment of speaking/ fixed arrangements in the near future ϖ NOTE: stative verbs ϖ Expressing likes and dislikes | - communicate in routine tasks requiring simple, direct exchanges of information -say what they like and dislike -initiate and respond to simple statements on very familiar topics - follow the main points of short talks on familiar topics if delivered in clear, standard speech (CA) -find specific information in simple letters, brochures and short articles -write simple informal emails/letters and online postings giving news or opinions |  |
| 2 | **UNIT 3 TIME OUT ( 3.1/3.2/3.3/ 3.4)** **ϖ WILL/ WON’T:** ¬ To make on-the-spot decisions **ϖ BE GOING TO:** ¬ To talk about our plans and intentions in the future **ϖ PRESENT CONTINUOUS**: ¬ To talk about fixed arrangements in the future | -understand standard speech on familiar matters, with some repetition or reformulation - describe plans and arrangements - write a basic informal email/letter of invitation with simple, key details -find specific information in simple letters, brochures and short articles -ask and answer questions about what they do at work and in their free time -extract key factual information such as prices, times and dates from a recorded telephone message -participate in short conversations in routine contexts on topics of interest - ask for clarification about key words, not understood, using fixed expressions -communicate in routine tasks requiring simple, direct exchanges of information | + FUTURE TENSES: **WILL** **OMIT:** 3.1 WRITING SECTION |
| 3 | **UNIT 4- GREAT MINDS (4.1/4.2 /4.3 /4.4 )** **PRESENT PERFECT EVER/ NEVER** ¬ To refer to an experience **MODALS- CAN/ HAVE TO/ MUST HAVE TO:** • express obligation or necessity **DON’T HAVE TO :** • express lack of necessity **MUST:** • express obligation/ duty( you are obliged to) • give strong advice **MUSTN’T:** • express prohibition **CAN:** • express ability in present( be able to) • ask for permission (Is it OK if..) • give permission ( you are allowed to..) • make a request **CAN’T**: • express lack of ability • refuse permission | - understand standard speech on familiar matters, with some repetition or reformulation - describe skills and abilities using simple language - write simple sentences about personal skill - find specific information in simple letters, brochures and short articles - participate in short conversations in routine contexts on topics of interest - give an opinion when asked directly provided they can ask for repetition - make and respond to suggestions - ask for basic advice using simple language - follow the main points of short talks on familiar topics if delivered in clear, standard speech - give or seek personal views and opinions in discussing topics of interest - write about everyday things (e.g. people, places, jobs, study) in linked sentences |  |
| 4 | **UNIT 5- TRAVEL ( 5.1/ 5.2 / 5.3 /5.4 )** **PAST CONTINUOUS AND PAST SIMPLE** **• PAST CONTINUOUS** ϖ An action which was in progress at a stated time in the past ϖ A past action which was in progress when another action interrupted it ϖ For two actions which were happening at the same time in the past ϖ To give background information • PAST SIMPLE ϖ Actions taking place at a particular time in the past ϖ Actions happening one after another in the past **VERB PATTERNS** ϖ Verb + -ing ϖ Verb+ infinitive with to | - find specific information in simple letters, brochures and short articles (CA) - give an extended description of everyday topics (e.g. people, places, experiences) - generally identify the topic of discussion around them when conducted slowly and clearly - follow detailed directions - give / ask for simple directions from X to Y on foot or by public transport - ask and answer questions about basic plans and intentions - write a basic letter of application with supporting detail |  |
| 5 | **UNIT 6- FITNESS ( 6.1/6.2/6.3)** **PRESENT PERFECT** **• PRESENT PERFECT**ϖ Actions that started in the past and continue up to the present **FOR- SINCE** ϖ Present perfect vs. Past simple **MAY / MIGHT / WILL** ϖ May/ might+ infinitve for probable situations ϖ May/ might+ infinitve for future possibilites ϖ Will + infinitive to talk about future predictions | - find specific information in simple letters, brochures and short articles - communicate in routine tasks requiring simple, direct exchanges of information - understand standard speech on familiar matters, with some repetition or reformulation - recognise phrases and content words related to familiar topics (e.g.shopping, local geography) - participate in short conversations in routine contexts on topics of interest - ask and talk about very basic symptoms and ailments (e.g. cold, flu) - follow the main points of short talks on familiar topics if delivered in clear, standard speech - deal with practical everyday demands, exchanging straightforward factual information - write personal emails/letters giving advice | **OMIT:** 6.4 |
| 6 | **UNIT 7 - CHANGES ( 7.1 / 7.2)** **USED TO** ϖ A habit or situation which was true in the past, but it is not the same now **PURPOSE/ CAUSE AND RESULT** ϖ So, because, to **UNIT 8- MONEY 8.2&8.3&8.4** **ϖ TOO/ ENOUGH/ VERY** **ϖ TOO MANY/ MUCH** | - understand standard speech on familiar matters, with some repetition or reformulation - give detailed accounts of experiences, describing feelings and reactions - write about experiences, feelings and reactions in a simple connected text - make basic inferences or predictions about text content from headings, titles or headlines - give simple reasons to justify a viewpoint on a familiar topic - use brief, everyday expressions to describe wants and needs, and request information - deal with practical everyday demands, exchanging straightforward factual information - repeat back what is said to confirm understanding and keep a discussion on course - understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech - ask and answer questions about past times and past activities - understand standard speech on familiar matters, with some repetition or reformulation - use a limited range of fixed expressions to describe objects, possessions or products - describe plans and arrangements - write a description of a future event or activity | **OMIT:** 7.3& 7.4 & 8.1 & 8.4 |
| 7 | **UNIT 9- NATURE. ( 9.1 / 9.2 / 9.3)** **COMPARATIVE& SUPERLATIVE** **ϖ** MUCH/ A LOT + COMP ϖ THE SAME AS, AS +ADJ + AS ϖ NOT SO /AS + ADJ + AS ϖ MORE / LESS + NOUN ARTICLES A/ AN/ THE/ NOARTICLE **UNIT 10- SOCIETY 10.1/ 10.2** **USES OF LIKE** **PRESENT/ PAST PASSIVE** | - follow the main points of short talks on familiar topics if delivered in clear, standard speech - ask simple questions in a face-to-face survey - find specific information in simple letters, brochures and short articles - give or seek personal views and opinions in discussing topics of interest - understand the main points of narratives and conversations about familiar topics (e.g. work, leisure) delivered in clear standard speech - follow the main points in TV programmes on familiar topics if delivered in clear standard speech - ask and answer questions about past times and past activities - recognise phrases and content words related to familiar topics (e.g.shopping, local geography) - make a complaint - give or seek personal views and opinions in discussing topics of interest - show a basic direct relationship between a simple problem and a solutio | **OMIT:** 9.4&&10.3& 10 |
| 8 | **UNIT 11- TECHNOLOGY (11.1/11.2/ 11.3/ 11.4 )** **PRESENT PERFECT** **ϖ JUST/ ALREADY / YET** **REAL CONDITIONALS + if / when** | * communicate in routine tasks requiring simple, direct exchanges of information
* find specific information in simple letters, brochures and short articles
* express belief, opinion, agreement and disagreement politely
* participate in short conversations in routine contexts on topics of interest
* write a basic description of experiences, feelings and reactions, given a mode
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