**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 |  |