

**IZMIR KATIP CELEBI UNIVERSITY SCHOOL OF FOREIGN LANGUAGES**  
**2024-2025 ACADEMIC YEAR FALL 2 TERM SYLLABUS**  
**ELEMENTARY LEVEL (22 Hours Face-to-Face & 6 Hours Asynchronous)**

**GENERAL INFORMATION ABOUT ELEMENTARY LEVEL**

**COURSE OVERVIEW:**

At the end of the elementary level, students will be able to understand everyday expressions and simple questions or instructions when spoken slowly and clearly. They will be able to follow the information in written texts of various types and follow the main ideas and important details of listening texts at CEFR A1 level. They will be able to write texts such as online posts or e-mails with basic sentences considering basic coherence and cohesion on familiar topics. They will also be able to speak coherently and intelligibly in a simple dialogue or monologue on familiar topics.

**COURSE LENGTH:**

The school offers education at Elementary Level in Fall 1 and Fall 2 terms. The education lasts for 7 weeks. Students take 22 hours of face-to-face lessons and 6 hours of asynchronous online lessons weekly. At the end of the course, students enter level-exit examination in the 8<sup>th</sup> week.

**MATERIALS:**

In face-to-face lessons, English File 4<sup>th</sup> Edition Elementary Series (Student's Book and Workbook) by Oxford University Press is used as the main course material. As well as the course book, students are also expected to follow some supplementary materials and a writing folder. The information about them will be provided by their instructor(s). In online lessons, students will follow the asynchronous lessons uploaded to their account on UOYS system. Asynchronous lessons are recorded by IKCU SFL teachers with the same content as face-to-face lessons. On the weekly programs, students can see the information on detailed learning outcomes of the week and which parts they should follow asynchronously.

**ASSESSMENT:**

During the course module, students take a paper-based quiz on use of English, reading and vocabulary, a paper-based quiz on writing, perform two in-class speaking tasks and get an online performance grade based on their online performance. Students who get a minimum grade of 60 from in-level assessment and don't exceed the absenteeism limit take the level-exit exam at the end of the module. In the level-exit exam, students are assessed in terms of use of English, reading, vocabulary, writing and speaking. Students finish the course successfully with a minimum grade of 60 from the level-exit exam.

**ABSENTEEISM:**

Students need to be present in at least 85% of the classes. Absenteeism over 29 hours in face to face classes means a failure of the module.

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<b>ELEMENTARY LEVEL GOALS</b>			
<b>READING</b>	<b>WRITING</b>	<b>LISTENING</b>	<b>SPEAKING*</b>
<p>By the end of the module, the students will be able to:</p> <ul style="list-style-type: none"> <li>● skim a text* to get the main idea and the key information in a given time limit.</li> <li>● scan a text to find specific information such as numbers, names, dates, addresses and prices in a given time limit.</li> <li>● underline the key information to retell basic information in a text containing familiar vocabulary.</li> <li>● identify the organization of a text and its flow of information.</li> <li>● utilize basic strategies to understand the unknown words/phrases in a text.</li> <li>● demonstrate basic skills in intensive reading strategies.</li> </ul>	<p>By the end of the module, the students will be able to:</p> <ul style="list-style-type: none"> <li>● complete a form to introduce themselves by using personal details given a relevant context.</li> <li>● demonstrate basic sentence-construction skills.</li> <li>● produce a simple coherent text* about familiar topics using target grammatical and lexical structures at this level.</li> <li>● utilize their text construction skills to produce descriptive texts.</li> <li>● utilize their text construction skills to produce narrative texts.</li> <li>● produce short and informal emails or postings using relevant vocabulary given prompts and models.</li> <li>● apply basic punctuation (e.g. commas, full stops, question marks) rules while writing a text.</li> </ul>	<p>By the end of the module, the students will be able to:</p> <ul style="list-style-type: none"> <li>● get the gist of a short and simple listening text* when conducted slowly and clearly.</li> <li>● demonstrate intensive listening skills to listen for details in a simple text when conducted slowly and clearly.</li> <li>● use listening skills to attend a dialogue or speech.</li> <li>● identify the speaker's emotions, opinions and the pauses in the texts with the use of some strategies in a limited way.</li> <li>● use listening strategies to expand their vocabulary while listening to a text containing familiar vocabulary.</li> <li>● predict information before/while listening to a text.</li> </ul>	<p>By the end of the module, the students will be able to:</p> <ul style="list-style-type: none"> <li>● talk about themselves and other people in relevant contexts using given prompts.</li> <li>● describe places/things/everyday matters/experiences in a simple way producing intelligible and coherently organised set of sentences.</li> <li>● participate in short and simple exchanges of information on familiar topics through rehearsed or random dialogues and discussions (e.g. role-playing, information gap, brainstorming, short interviews) when given prompts.</li> <li>● perform basic communicative functions such as inviting and rejecting using relevant words/phrases in different contexts.</li> <li>● demonstrate limited knowledge and performance on using discourse and nonverbal aspects of communication.</li> <li>● incorporate basic vocabulary into relevant contexts for the expression of simple communicative and informative acts with some signals of fluency and knowledge of pronunciation.</li> <li>● talk about number, time, and date related subjects.</li> <li>● perform a short talk using basic presentation skills.</li> <li>● show basic strategic competence skills in order to maintain simple conversations.</li> </ul>
<p>*A 'text' refers to authentic, semi-authentic texts with clear message at CEFR A1 level such as menus, timetables, questionnaires/interviews, short descriptions and narratives, short personal letters/e-mails, notices/signs. of around 150 words.</p>	<p>* A 'text' refers to texts showing basic cohesion and coherence skills at CEFR A1 level such as letters, emails, short texts and web posts of around 100 words.</p>	<p>*A 'text' refers to listening texts on everyday matters and classroom language at CEFR A1 level such as phone calls/messages, everyday transactions (shopping, eating out and etc.), simple announcements, everyday conversations, short interviews, stories, instructions, informative texts on everyday matters of maximum 3 minutes long.</p>	<p>* This skill includes monologues or dialogues on everyday matters and classroom language at CEFR A1 level such as basic introductions, short presentations, short dialogues and role plays of minimum 1 and maximum 2 minutes.</p>

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<b>WEEK &amp; DATE</b>	Week 1 (2 <sup>nd</sup> -6 <sup>th</sup> December, 2024)
<b>MATERIALS</b>	English File Elementary 4 <sup>th</sup> Edition, Units 1A, 1B, 1C, Practical English Episode 1, 2A, 2B (pages 6-17)
	Supplementary Materials: <ul style="list-style-type: none"> <li>• This/these, that/those PPT</li> <li>• Asynchronous Material Units 1C, 2A</li> </ul>

**FOCUS OUTCOMES\* (By the end of this week, students will be able to)**

READING	WRITING	LISTENING	SPEAKING
<ul style="list-style-type: none"> <li>• find the numerical information (such as numbers, percentages, prices) accurately in a text. [2.1]</li> </ul>	<ul style="list-style-type: none"> <li>• identify the type of information (e.g. name, nationality, address etc.) asked in a form. [1.1]</li> <li>• write the letters of the alphabet in upper and lower case in single-slot sentences accurately. [1.2]</li> <li>• complete their name, address, nationality, job/department etc. and basic personal details accurately on a given simple form. [1.3]</li> <li>• complete sentences or match sentence halves meaningfully at a basic level. [2.3]</li> </ul>	<ul style="list-style-type: none"> <li>• follow the main elements of a speaker's introduction. [1.4]</li> <li>• identify the accurate letters of the alphabet accurately when spelt slowly and clearly in a relevant context. [2.1]</li> <li>• identify the accurate ordinal and/or cardinal numbers by listening slowly and clearly delivered dialogue or speech. [2.3]</li> <li>• answer basic questions on a given topic after listening to a slowly spoken dialogue or speech. [2.4]</li> <li>• distinguish accurate sounds between minimal pairs or commonly confused sounds/words. [2.7]</li> <li>• ask and answer basic questions about personal details (name, age, nationality, phone number etc.) when addressed slowly and clearly. [3.1]</li> </ul>	<ul style="list-style-type: none"> <li>• exchange information about the name of country, nationality and language accurately in introductions. [1.1]</li> <li>• introduce themselves and people they are familiar with (e.g. their names, ages, where they are from, where they live, their families) given a context basically. [1.2]</li> <li>• describe the position of something in a very basic way using the prepositions given appropriate visuals. [2.1]</li> <li>• describe objects in a basic way by telling their colors, sizes and shapes given some relevant objects/visuals. [2.2]</li> <li>• conduct a conversation in a hotel (e.g. check into a hotel, making a reservation) using a few basic fixed expressions. [3.4]</li> <li>• produce basic fixed expressions showing politeness (e.g. Hi, Hello, Thank you, please, "Have a nice day."). [5.1]</li> <li>• demonstrate word stress and intonation that is necessary for their level in a limited manner. [6.7]</li> <li>• show basic strategic competence skills in order to maintain simple conversations. [8.1,8.2,8.3,8.4,8.5]</li> </ul>
GRAMMAR/STRUCTURE	VOCABULARY	OMISSIONS	ASSIGNMENTS
<ul style="list-style-type: none"> <li>• use the following language forms and functions in order to perform the skill outcomes of the week <ul style="list-style-type: none"> <li>○ Verb <i>be</i></li> <li>○ Subject Pronouns</li> <li>○ Possessive Adjectives</li> <li>○ This/these, that/those</li> <li>○ Singular and Plural Nouns</li> <li>○ Adjectives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ use key words on the following themes/topics</li> <li>○ Things, in, on, under</li> <li>○ Days of the Week</li> <li>○ Numbers 0-20</li> <li>○ Countries</li> <li>○ Numbers 21-100</li> <li>○ Classroom Language</li> <li>○ Colors, adjectives, modifiers</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Asynchronous: Units 1C, 2A</li> </ul>

**EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS**

- N/A

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<b>WEEK &amp; DATE</b>	Week 2 (9 <sup>th</sup> - 13 <sup>th</sup> December, 2024)
<b>MATERIALS</b>	English File Elementary 4 <sup>th</sup> Edition, Units 2C, 3A, 3B, 3C, Practical English Episode 2 (pages 18-29)
	Supplementary Materials: <ul style="list-style-type: none"> <li>● Vocabulary PPT (Units 1-2-3)</li> <li>● Asynchronous Material Unit 3C</li> </ul>

**FOCUS OUTCOMES\* (By the end of this week sts. will be able to)**

READING	WRITING	LISTENING	SPEAKING
<ul style="list-style-type: none"> <li>● identify the main idea of the text accurately.[1.1]</li> <li>● work with the visuals about the text to understand the gist or predict the content of the text accurately. [1.2]</li> <li>● describe/retell someone’s personal information like name, age, city, and country etc. in a given text in a limited way. [3.1]</li> <li>● recognize and describe everyday objects (e.g. colour, size), people and animals after reading a text supported by visuals. [3.2]</li> <li>● differentiate facts, opinions while reading a text. [6.5]</li> </ul>	<ul style="list-style-type: none"> <li>● use sentence frames to make true sentences about themselves. [2.2]</li> <li>● utilize basic sentence construction and combining skills to form a coherent text in a given task. [3.1]</li> <li>● show a basic use of grammatical structures, lexical items and sentence patterns related to their level to produce a coherent text. [3.2]</li> <li>● apply basic punctuation (e.g. commas, full stops, question marks) rules while writing a text. [7]</li> </ul>	<ul style="list-style-type: none"> <li>● complete the key information in slowly and clearly given oral descriptions about everyday events. [2.2]</li> <li>● identify the opinion and emotions of the speaker following the pauses and intonation. [4.1]</li> </ul>	<ul style="list-style-type: none"> <li>● give information about habits and routines in a relevant context. [1.9]</li> <li>● recognize when people disagree or when someone has a problem and respond by using memorised simple expressions (e.g. “I understand” or “Are you okay?”) to display their feelings such as empathy in a random dialogue. [4.4]</li> <li>● make and respond to suggestions using basic fixed expressions (What about...,Let’s..., I am not sure...). [4.9]</li> <li>● perform equal participation in conversations or group works applying strategies such as turn- taking, sharing responsibilities. [8.5]</li> </ul>
GRAMMAR/STRUCTURE	VOCABULARY	OMISSIONS	ASSIGNMENTS
<ul style="list-style-type: none"> <li>● use the following language forms and functions in order to perform the skill outcomes of the week <ul style="list-style-type: none"> <li>○ Imperatives, Let’s</li> <li>○ Present Simple + and –</li> <li>○ Present Simple?</li> <li>○ Word Order in Questions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● use key words on the following themes/topics <ul style="list-style-type: none"> <li>○ Feelings</li> <li>○ Verbs phrases</li> <li>○ Jobs</li> <li>○ Question words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Write a personal profile of yourself (Unit 3, page 27, Exercise 6)</li> </ul>	<ul style="list-style-type: none"> <li>● Asynchronous: Unit 3C</li> <li>● Units 1&amp;2 Revise &amp; Check, pages 20, 21.</li> <li>● Assignment of Speaking Task 1 (Please see Task Procedure)</li> </ul>

**EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS**

- Deadline for Speaking Task 1 performance in class by students: 20<sup>th</sup> December, 2024. Please allocate a week for speaking task preparation.

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<b>WEEK &amp; DATE</b>	Week 3 (16 <sup>th</sup> - 20 <sup>th</sup> December, 2024)
<b>MATERIALS</b>	English File Elementary 4 <sup>th</sup> Edition, Units 4A, 4B, 4C, 5A, 5B, 5C, Practical English Episode 3 (pages 30-45)
	Supplementary Materials: <ul style="list-style-type: none"> <li>● Writing Folder Linkers PPT</li> <li>● Asynchronous Material Units 4C, 5A</li> </ul>

**FOCUS OUTCOMES\* (By the end of this week, students will be able to)**

READING	WRITING	LISTENING	SPEAKING
<ul style="list-style-type: none"> <li>● identify the main idea of the text accurately.[1.1]</li> <li>● identify the source of a simple text. [1.3]</li> </ul>	<ul style="list-style-type: none"> <li>● use sentence frames to make true sentences about themselves. [2.2]</li> <li>● combine simple sentences using common linkers such as and, or, but.[2.4]</li> <li>● show a basic use of grammatical structures, lexical items and sentence patterns related to their level to produce a coherent text. [3.2]</li> <li>● produce a simple written text to describe the daily routines and habits of themselves and other people by using target grammatical structures, lexical items and appropriate linkers. [4.1]</li> <li>● write a simple review of a film, book, or TV program using a limited range of vocabulary. [4.2]</li> </ul>	<ul style="list-style-type: none"> <li>● identify the main ideas of a simple listening text. [1.1]</li> <li>● identify the relation between the speakers and the context to understand the main topic in the listening text. [1.3]</li> <li>● utilize the information in the text to give information about some people or discuss things when introduced to them using simple spoken language. [3.2]</li> </ul>	<ul style="list-style-type: none"> <li>● form and respond to questions about their family or friends regarding names, age and jobs given some prompts. [1.3]</li> <li>● build simple sentences and ask questions to express ability or lack of ability. [1.5]</li> <li>● say who something belongs to given appropriate contexts. [1.7]</li> <li>● describe themselves or family members by giving information about their personalities and physical appearance and the family relations given simple prompts. [1.8]</li> <li>● describe places/things/everyday matters/experiences in a simple way producing intelligible and coherently organised set of sentences. [2.3,2.4,2.5]</li> <li>● initiate, maintain and end simple conversations on familiar topics (e.g. making introductions, phone conversations) and predictable everyday situations.[3.2]</li> <li>● carry out a simple dialogue while shopping using basic language provided price labels. [3.3]</li> <li>● utilize basic discourse markers in their sentences (e.g. right, now, anyway, well, oh, and, but, so, then, I mean). [5.2]</li> <li>● identify and tell the numbers to talk about basic quantities, prices and phone numbers in related contexts. [6.2]</li> <li>● ask for repetition and/or clarification such as "Sorry?, Can you repeat that?" when they don't understand. [8.2]</li> </ul>
GRAMMAR/STRUCTURE	VOCABULARY	OMISSIONS	ASSIGNMENTS
<ul style="list-style-type: none"> <li>● use the following language forms and functions in order to perform the skill outcomes of the week <ul style="list-style-type: none"> <li>○ Possessive 's, Whose...?</li> <li>○ Prepositions of time and place</li> <li>○ Positions of adverbs, expressions of frequency</li> <li>○ Can/ can't</li> <li>○ Present Continuous</li> <li>○ Present simple or present continuous?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● use key words on the following themes/topics <ul style="list-style-type: none"> <li>○ Family</li> <li>○ Daily routine</li> <li>○ Months, adverbs and expressions of frequency</li> <li>○ Verb phrases</li> <li>○ Noise (verbs &amp; phrases)</li> <li>○ The weather and seasons</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Write about your favourite day of the week. (Unit 4, Page 33 Exercise 5C)</li> </ul>	<ul style="list-style-type: none"> <li>● Asynchronous: Units 4C, 5A</li> <li>● Units 3&amp;4 Revise &amp; Check, pages 36, 37.</li> <li>● Presentation of Speaking Task 1</li> <li>● Writing Practice 1 in class: Writing Folder, pp. 2-10</li> </ul>

**EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS**

- The assessment of Speaking Task 1 is done during the performances and assessment forms are shared with students at the end of the assessment process and collected back to be kept by lecturers.
- Writing assignments are NOT graded, so it is expected that students write them on their own without copying from another source including an AI tool.

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<b>WEEK &amp; DATE</b>	Week 4 (23 <sup>rd</sup> – 27 <sup>th</sup> December, 2024)
<b>MATERIALS</b>	English File Elementary 4 <sup>th</sup> Edition, Units 6A, 6B, 6C, 7A, 7B, 7C (pages 46-59)
	Supplementary Materials: <ul style="list-style-type: none"> <li>● Vocabulary PPT (Units 4-5-6-7)</li> <li>● Asynchronous Material Units 6B, 7B</li> <li>● Reading Material (to identify reference words)</li> </ul>

**FOCUS OUTCOMES\* (By the end of this week, students will be able to)**

READING	WRITING	LISTENING	SPEAKING
<ul style="list-style-type: none"> <li>● follow simple directions for places on a given map while reading a text. [3.3]</li> <li>● recognize the linear sequence of a reading text. (e.g. flow of an event or the text itself). [4.1]</li> <li>● explain the basic words and phrases related to familiar everyday activities in texts in spoken or written form. [5.1]</li> <li>● guess the meaning of words/phrases from a text accurately. [5.2]</li> <li>● identify the parts of the speech of the unknown words. [5.3]</li> <li>● answer comprehension questions by understanding texts related to familiar contexts. [6.4]</li> <li>● identify reference words (she, them, their etc.) while reading a text. [6.6]</li> </ul>	<ul style="list-style-type: none"> <li>● construct syntactically and lexically accurate sentences using target grammatical structures and vocabulary items at this level.[2.1]</li> <li>● produce short and informal emails or postings using relevant vocabulary given prompts and models. [6]</li> </ul>	<ul style="list-style-type: none"> <li>● follow a very simple text when delivered slowly and supported with visuals or slides. [1.2]</li> <li>● identify the accurate ordinal and/or cardinal numbers by listening slowly and clearly delivered dialogue or speech. [2.3]</li> <li>● follow the simple spoken commands or instructions about how to play a game or sport, how to go to a place, or how to run a machine or complete a basic task. [2.6]</li> </ul>	<ul style="list-style-type: none"> <li>● express hobbies, interests, likes and dislikes of themselves or people they know using given prompts for a dialogue. (1.4)</li> <li>● show basic nonverbal skills during conversations or monologues. (e.g. having a relaxed position, keeping eye contact, appropriate body language and voice). [5.3]</li> <li>● utilize simple isolated words/signs (e.g.: Huh, uh oh) and non-verbal signals to show interest in an idea or ask for attention. [5.4]</li> <li>● incorporate basic vocabulary into relevant contexts for the expression of simple communicative and informative acts with some signals of fluency and knowledge of pronunciation. [6]</li> <li>● perform a short talk using basic presentation skills.[7]</li> </ul>
GRAMMAR/STRUCTURE	VOCABULARY	OMISSIONS	ASSIGNMENTS
<ul style="list-style-type: none"> <li>● use the following language forms and functions in order to perform the skill outcomes of the week <ul style="list-style-type: none"> <li>○ Object Pronouns</li> <li>○ Like + Verb –ing</li> <li>○ Revision: be or do?</li> <li>○ Past simple of be</li> <li>○ Past simple: regular and irregular verbs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● use key words on the following themes/topics <ul style="list-style-type: none"> <li>○ Words in a story</li> <li>○ The date, ordinal numbers</li> <li>○ Music</li> <li>○ Word formation</li> <li>○ Past time expressions</li> <li>○ Go, have, get</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● N/A</li> </ul>	<ul style="list-style-type: none"> <li>● Asynchronous: Units 6B, 7B</li> <li>● Units 5&amp;6 Revise&amp;Check, pages 52, 53.</li> <li>● Assignment of Speaking Task 2 (Please see Task Procedure)</li> </ul>

**EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS**

- Deadline for Speaking Task 2 performance in class by students: 10<sup>th</sup> January, 2025. Please allocate 2 weeks for Speaking Task 2 preparation.

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<b>WEEK &amp; DATE</b>	Week 5 (30 <sup>th</sup> December, 2024- 3 <sup>rd</sup> January, 2025)
<b>MATERIALS</b>	English File Elementary 4 <sup>th</sup> Edition, Practical English Episode 4, Units 8A, 8B, 8C, 9A, 9B, 9C (pages 60-75)
	Supplementary Materials: <ul style="list-style-type: none"> <li>Asynchronous Material Units 8C, 9B</li> </ul>

**FOCUS OUTCOMES\* (By the end of this week, students will be able to)**

READING	WRITING	LISTENING	SPEAKING
<ul style="list-style-type: none"> <li>identify the source of a simple text. [1.3]</li> <li>recognize different kinds of words (plural forms, italicized words, etc.) in a text. [2.2]</li> <li>identify significant details in a text involving familiar vocabulary. [6.1]</li> <li>follow the instructions accurately to carry out a straightforward task given in a text. (e.g. distinguishing true and false statements, choosing the accurate information among multiple options) [6.2]</li> <li>relate pictures or simple texts to the factual statements in a given text.[6.3]</li> </ul>	<ul style="list-style-type: none"> <li>show a basic use of grammatical structures, lexical items and sentence patterns related to their level to produce a coherent text.[3.2]</li> </ul>	<ul style="list-style-type: none"> <li>gather information in a simple way from an announcement/graded literary work. [2.5]</li> <li>identify the opinion and emotions of the speaker following the pauses and intonation. [4.1]</li> </ul>	<ul style="list-style-type: none"> <li>name their favourite food and drinks by producing simple sentences about their preferences and different cuisines. [1.6]</li> <li>share experience /memories or plans for the future using relevant tenses and sequential words. [2.6]</li> <li>ask for and give directions on how to get somewhere or travel to somewhere provided a simple map or plan.[3.5]</li> <li>express agreement to simple requests such as “Can you ...?” using a few basic fixed expressions such as ‘Yes, of course! , Sure!, Certainly!’ in a random dialogue. [4.2]</li> <li>ask for help by using basic fixed expressions such as "Can you help me?". [4.5]</li> </ul>
GRAMMAR/STRUCTURE	VOCABULARY	OMISSIONS	ASSIGNMENTS
<ul style="list-style-type: none"> <li>use the following language forms and functions in order to perform the skill outcomes of the week <ul style="list-style-type: none"> <li>past simple: regular and irregular</li> <li>there is/there are, some/any + plural nouns</li> <li>there was/there were</li> <li>countable/uncountable nouns, a/an, some/any</li> <li>quantifiers</li> <li>comparative adjectives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>use key words on the following themes/topics <ul style="list-style-type: none"> <li>Irregular verbs</li> <li>The house</li> <li>Prepositions: place and movement</li> <li>Food and drink</li> <li>Food containers</li> <li>High numbers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Write a description of your house or flat for a website.(Unit 8, Page 65 Exercise 6)</li> </ul>	<ul style="list-style-type: none"> <li>Asynchronous: Units 8C, 9B</li> <li>Units 7&amp;8 Revise&amp;Check, pages 68, 69.</li> </ul>

**EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS**

- Quiz & Writing Quiz (Teachers need to announce the quiz results in class within one week.) Please do not announce the grades within three days after the quiz because there may be some changes in the revised key.
- 1<sup>st</sup> January is a national holiday, there are no lessons on this day.

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**IZMIR KATIP CELEBI UNIVERSITY SCHOOL OF FOREIGN LANGUAGES**  
**2024-2025 ACADEMIC YEAR FALL 2 TERM SYLLABUS**  
**ELEMENTARY LEVEL (22 Hours Face-to-Face & 6 Hours Asynchronous)**

<b>WEEK &amp; DATE</b>	Week 6 (6 <sup>th</sup> – 10 <sup>th</sup> January, 2025)
<b>MATERIALS</b>	English File Elementary 4 <sup>th</sup> Edition, Practical English Episode 5, Units 10A, 10B, 10C, 11A, 11B, 11C (pages 76-91)
	Supplementary Materials: <ul style="list-style-type: none"> <li>● Picture Description PPT</li> <li>● Reading Material for LEE</li> <li>● Asynchronous Material Units 10C, 11A</li> </ul>

**FOCUS OUTCOMES\* (By the end of this week, students will be able to)**

READING	WRITING	LISTENING	SPEAKING
<ul style="list-style-type: none"> <li>● find specific information in a text. [2.3]</li> <li>● identify the basic organizational features of a text such as supporting sentences and details. [4.2]</li> <li>● integrate their vocabulary expansion through reading a text into other skills.[5.4]</li> </ul>	<ul style="list-style-type: none"> <li>● construct syntactically and lexically accurate sentences using target grammatical structures and vocabulary items at this level. [2.1]</li> <li>● form a narrative text about an experience or an event using appropriate past tenses and linking words/conjunctions given a relevant context. [5.1]</li> <li>● list the events about a past experience/event in a logical and understandable manner by using narrative sequencers such as “first”, “next”, etc. [5.2]</li> </ul>	<ul style="list-style-type: none"> <li>● use listening strategies to expand their vocabulary while listening to a text containing familiar vocabulary. [5]</li> <li>● demonstrate the accurate thing, place or people in a set of options by following short, basic, and slowly and clearly delivered descriptions. [2.8]</li> <li>● generally, compare and contrast the key information given in listening texts. [2.9]</li> </ul>	<ul style="list-style-type: none"> <li>● share experience /memories or plans for the future using relevant tenses and sequential words. [2.6]</li> <li>● carry out a simple dialogue to ask for food and drink in a restaurant or café using some basic words/phrases. [3.1]</li> <li>● respond to news using expressions such as ‘That’s great news, Congratulations, Fantastic/great/awesome! / Oh, I’m sorry. That’s awful, What awful news!’ in a random dialogue. [4.1]</li> <li>● accept or refuse offers using simple fixed expressions. [4.7]</li> <li>● invite people for an event and respond to invitations using simple expressions (e.g. Would you like to..., That sounds great) to in a random dialogue. [4.8]</li> <li>● incorporate basic vocabulary into relevant contexts for the expression of simple communicative and informative acts with some signals of fluency and knowledge of pronunciation. [6]</li> <li>● perform a short talk using basic presentation skills.[7]</li> </ul>
GRAMMAR/STRUCTURE	VOCABULARY	OMISSIONS	ASSIGNMENTS
<ul style="list-style-type: none"> <li>● use the following language forms and functions in order to perform the skill outcomes of the week <ul style="list-style-type: none"> <li>○ Superlative Adjectives</li> <li>○ Be going to (plans), future time expressions</li> <li>○ Be going to (predictions)</li> <li>○ Adverbs (manner or modifiers)</li> <li>○ Verb+to+infinitive</li> <li>○ Definite article: <i>the</i> or no <i>the</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● use key words on the following themes/topics <ul style="list-style-type: none"> <li>○ Food and drinks and their preparation</li> <li>○ Ordering food in a restaurant</li> <li>○ Clothes</li> <li>○ Shops and services</li> <li>○ Present time expressions</li> <li>○ Shopping for clothes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● A formal e-mail: Make a reservation in a Bed abd Breakfast (Unit 10, Page 81 Exercise 5).</li> </ul>	<ul style="list-style-type: none"> <li>● Asynchronous: Units 10C, 11A</li> <li>● Units 9&amp;10 Revise&amp;Check, pages 84, 85.</li> <li>● Presentation of Speaking Task 2</li> <li>● Writing Assignment 2 in class: Writing Folder pp. 11-15</li> </ul>

**EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS**

- The assessment of Speaking Task 2 is done during the performances and assessment forms are shared with students at the end of the assessment process and collected back to be kept by lecturers.

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**IZMIR KATIP CELEBI UNIVERSITY SCHOOL OF FOREIGN LANGUAGES**  
**2024-2025 ACADEMIC YEAR FALL 2 TERM SYLLABUS**  
**ELEMENTARY LEVEL (22 Hours Face-to-Face & 6 Hours Asynchronous)**

<b>WEEK &amp; DATE</b>	Week 7 (13 <sup>th</sup> - 20 <sup>th</sup> January, 2025)		
<b>MATERIALS</b>	English File Elementary 4 <sup>th</sup> Edition, Practical English Episode 6, Unit 12A, 12B, 12C (pages 92-101)		
	Supplementary Materials: <ul style="list-style-type: none"> <li>● Grammar PPT for LEE (Units 4-5-6-7-8-9-10-11)</li> <li>● Asynchronous Material Unit 12C</li> </ul>		
<b>FOCUS OUTCOMES* (By the end of this week, students will be able to)</b>			
<b>READING</b>	<b>WRITING</b>	<b>LISTENING</b>	<b>SPEAKING</b>
<ul style="list-style-type: none"> <li>● answer comprehension questions by understanding texts related to familiar contexts. [6.4]</li> </ul>	<ul style="list-style-type: none"> <li>● N/A</li> </ul>	<ul style="list-style-type: none"> <li>● predict information before/while listening to a text.[6]</li> </ul>	<ul style="list-style-type: none"> <li>● express an idea and ask what others think, using very simple expressions such as 'I think...' and 'What do you think?' provided he/she can prepare in advance with a dialogue having prompts. [4.3]</li> <li>● make a request using "can/could" related to their immediate personal needs given a daily situation. [4.6]</li> <li>● perform basic nonverbal skills during conversations or monologues. (e.g. having a relaxed position, keeping eye contact, appropriate body language and voice). [5.3]</li> <li>● utilize simple isolated words/signs (e.g. Huh, uh oh) and non-verbal signals to show interest in an idea or ask for attention. [5.4]</li> </ul>
<b>GRAMMAR/STRUCTURE</b>	<b>VOCABULARY</b>	<b>OMISSIONS</b>	<b>ASSIGNMENTS</b>
<ul style="list-style-type: none"> <li>● use the following language forms and functions in order to perform the skill outcomes of the week               <ul style="list-style-type: none"> <li>○ Present Perfect</li> <li>○ Present Perfect or Past Simple?</li> <li>○ Revision: Question Formation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● use key words on the following themes/topics               <ul style="list-style-type: none"> <li>○ Irregular Past Participles</li> <li>○ Learning Irregular Verbs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● N/A</li> </ul>	<ul style="list-style-type: none"> <li>● Asynchronous: Unit 12C</li> <li>● Units 11&amp;12 Revise&amp;Check, pages 100, 101.</li> </ul>
<b>EXAMINATIONS &amp; IMPORTANT DATES &amp; ANNOUNCEMENTS</b>			
<ul style="list-style-type: none"> <li>● LEE Speaking Exam Demo will be carried out in class this week.</li> <li>● 20<sup>th</sup> January 2025, Monday is the revision day. Please take the attendance.</li> <li>● LEE Exam (from 22<sup>nd</sup> to 24<sup>th</sup> January, 2025) (Only the students who are successful in In-Level Assessment can take the LEE Exam)</li> </ul>			

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