

**IZMIR KATIP CELEBI UNIVERSITY SCHOOL OF FOREIGN LANGUAGES**  
**2024-2025 ACADEMIC YEAR FALL 1 TERM SYLLABUS**  
**PRE-INTERMEDIATE LEVEL (22 Hours Face-to-Face & 6 Hours Asynchronous)**

**GENERAL INFORMATION ABOUT PRE-INTERMEDIATE LEVEL**

**COURSE OVERVIEW:**

At the end of the pre-intermediate level, students will be able to follow written texts of various genres and follow the main ideas, important details and inferences of listening texts at CEFR A2 level. They will be able to write basic paragraphs using both simple and compound sentences and speak coherently and intelligibly in a monologue or dialogue exchanging ideas and feelings in a given context.

**COURSE LENGTH:**

The school offers education at Pre-intermediate level in Fall 1, Fall 2 and Spring 1 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 Pre-intermediate 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.

**IZMIR KATIP CELEBI UNIVERSITY SCHOOL OF FOREIGN LANGUAGES**  
**2024-2025 ACADEMIC YEAR FALL 1 TERM SYLLABUS**  
**PRE-INTERMEDIATE LEVEL (22 Hours Face-to-Face & 6 Hours Asynchronous)**

**PRE-INTERMEDIATE LEVEL GOALS**

<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>● scan a text* to find specific information in a given time limit.</li> <li>● skim a text to get the main idea and the key information.</li> <li>● recognize the restatement of basic information accurately in a text when expressed in simple language.</li> <li>● identify the organization of a text and its flow of information.</li> <li>● utilize vocabulary knowledge and vocabulary guessing strategies to follow a text using the contextual clues.</li> <li>● demonstrate intensive reading strategies.</li> <li>● identify references in a text in a simple way.</li> <li>● make simple inferences from 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>● construct well-developed sentences about familiar topics and current issues.</li> <li>● demonstrate basic paragraph* construction skills about familiar topics.</li> <li>● utilize their paragraph-construction skills to produce well-developed descriptive, narrative or opinion paragraphs.</li> <li>● demonstrate ability in taking down notes.</li> <li>● produce formal and informal emails.</li> <li>● apply basic punctuation rules (e.g. commas, full stops, question marks).</li> </ul>	<p>By the end of the module, the students will be able to:</p> <ul style="list-style-type: none"> <li>● use listening strategies to predict information before/while listening to a text.*</li> <li>● get the gist of a listening text when conducted slowly and clearly.</li> <li>● demonstrate intensive listening skills.</li> <li>● use listening strategies to expand their vocabulary.</li> <li>● identify the speakers' emotions and opinions in a text with the help of verbal and non-verbal clues.</li> <li>● use note-taking strategies.</li> <li>● make simple inferences from 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 feelings and opinions of themselves and other people's in relevant contexts.</li> <li>● describe people / places / things / everyday matters/current issues.</li> <li>● participate in fluent exchange of information on various topics through rehearsed or random dialogues and/or discussions.</li> <li>● perform communicative functions such as inviting, asking for permission and rejecting.</li> <li>● demonstrate some knowledge and performance on using proper discourse and nonverbal aspects of communication.</li> <li>● produce intelligible words or sentences showing signals of fluency and knowledge of pronunciation.</li> <li>● perform a talk using presentation skills.</li> <li>● show strategic competence skills such as asking for repetition and clarification to maintain relevant conversations.</li> </ul>
<p>*A 'text' refers to any authentic/semi-authentic text written in standard language at CEFR A2 level such as questionnaires/interviews, short descriptions and narratives, short personal letters/e-mails, notices/signs, short articles, biographies, informative texts on various matters of around 250 words.</p>	<p>*A 'paragraph' refers to a coherent text that describes something, narrates a story or supports an opinion at CEFR A2 level of around 150 words.</p>	<p>*A 'text' refers to any authentic/semi-authentic text spoken at CEFR A2 level such as everyday transactions, stories, interviews, or informative texts on various matters of maximum 3 minutes long.</p>	<p>* This skill includes presentations, opinion exchanges or dialogues at CEFR A2 level of min 1,5 – max 3 minutes.</p>

**IZMIR KATIP CELEBI UNIVERSITY SCHOOL OF FOREIGN LANGUAGES**  
**2024-2025 ACADEMIC YEAR FALL 1 TERM SYLLABUS**  
**PRE-INTERMEDIATE LEVEL (22 Hours Face-to-Face & 6 Hours Asynchronous)**

<b>WEEK &amp; DATE</b>	Week 1 (30 <sup>th</sup> September-4 <sup>th</sup> October, 2024)		
<b>MATERIALS</b>	English File Pre-Intermediate 4 <sup>th</sup> Edition, Units 1A, 1B, 1C, Practical English Episode 1, 2A, 2B, 2C (pages 6- 21)		
	Supplementary Materials <ul style="list-style-type: none"> <li>● Basic Sentence Structure</li> <li>● Asynchronous Material Unit 2C</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>● extract specific information from an informational text related to everyday life or current issues. [1.2]</li> <li>● follow what happens in a text such as the events and ideas on a familiar topic accurately. [2.1]</li> <li>● recognize the restatement of basic information accurately in a text when expressed in simple language. [3]</li> <li>● find an alternative for the key words in a text given some options. [5.1]</li> <li>● answer comprehension questions by understanding texts related to their interests or needs. [6.1]</li> </ul>	<ul style="list-style-type: none"> <li>● complete or match halves of more complex sentences.[1.3]</li> <li>● write a descriptive paragraph (e.g. describing themselves, cultures, other people) with the help of clues and/or guiding questions. [3.1]</li> <li>● produce short, simple replies or messages using basic expressions. [4.2]</li> <li>● apply basic punctuation (e.g. commas, full stops, question marks) rules while writing a text. [6]</li> </ul>	<ul style="list-style-type: none"> <li>● predict the content of a listening text using the clues such as visuals and headings. [1.1]</li> <li>● identify the main information in informative and narrative texts. [2.1]</li> <li>● follow key words and phrases to demonstrate understanding of a text. [3.1]</li> <li>● identify the speakers' emotions and opinions in the texts with the help of verbal and non-verbal clues. [5]</li> </ul>	<ul style="list-style-type: none"> <li>● talk about habits and routines in a dialogue or short talk. [1.1]</li> <li>● talk about their experiences from the past simply by using appropriate expressions in a conversation or a speech. [1.3]</li> <li>● interpret and describe simple visuals on familiar topics. [2.3]</li> <li>● start and end a short conversation by using fixed expressions. [3.2]</li> <li>● discuss everyday activities (e.g. going shopping, buying food) using simple language in a conversation. [3.3]</li> <li>● continue a conversation by giving relevant reactions such as showing interest or asking for attention. [3.7]</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>○ Word Order in Questions</li> <li>○ Present Simple</li> <li>○ Present Continuous</li> <li>○ Past Simple: Regular and Irregular Verbs</li> <li>○ Past Continuous</li> <li>○ Time Sequencers and Connectors</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>○ Common Verb Phrases</li> <li>○ Describing People</li> <li>○ Clothes</li> <li>○ Holidays</li> <li>○ at, in, on</li> <li>○ Verb Phrases</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Writing: Describing a photo (page 17)</li> </ul>	<ul style="list-style-type: none"> <li>● Asynchronous: Unit 2C</li> <li>● Units 1&amp;2 Revise and Check</li> </ul>
<b>EXAMINATIONS &amp; IMPORTANT DATES &amp; ANNOUNCEMENTS</b>			
<ul style="list-style-type: none"> <li>● N/A</li> </ul>			

\*These are the shortened forms of the outcomes in the General Learning Outcomes List and the numbers next to them relate to their place in the General Learning Outcomes List.

**IZMIR KATIP CELEBI UNIVERSITY SCHOOL OF FOREIGN LANGUAGES**  
**2024-2025 ACADEMIC YEAR FALL 1 TERM SYLLABUS**  
**PRE-INTERMEDIATE LEVEL (22 Hours Face-to-Face & 6 Hours Asynchronous)**

<b>WEEK &amp; DATE</b>	Week 2 (7 <sup>th</sup> - 11 <sup>th</sup> October, 2024)
<b>MATERIALS</b>	English File Pre-Intermediate 4 <sup>th</sup> Edition, Units 3A, 3B, 3C, Practical English Episode 2, 4A, 4B (pages 22-33)
	Supplementary Materials <ul style="list-style-type: none"> <li>● Presentation Skills (PPT)</li> <li>● References</li> <li>● Writing Folder (Writing an Opinion Paragraph - Introduction)</li> <li>● Asynchronous Material Units 4A, 4B</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>● recognize specific information in predictable texts accurately if written in simple language. [1.1]</li> <li>● complete a text / paragraph by inserting the given information using organisational clues. [4.2]</li> <li>● follow simple instructions (e.g. rules, regulations such as safety) written in a text accurately to carry out a given task. [6.3]</li> <li>● identify references in text in a simple way. [7.1, 7.2]</li> </ul>	<ul style="list-style-type: none"> <li>● reproduce key words, phrases and sentences that they listen to or read in a more intelligible way. [1.4]</li> <li>● organise information to write or respond to an informal letter or email with a function. [5.3]</li> </ul>	<ul style="list-style-type: none"> <li>● identify key details and specific events in a simple recorded dialogue, narrative or a short, spoken description accurately. [3.2]</li> </ul>	<ul style="list-style-type: none"> <li>● talk about plans and predictions for the future simply by using appropriate expressions in a conversation or a speech. [1.4]</li> <li>● describe the purpose and the use of something by describing its qualities in an oral context. [2.1]</li> <li>● perform communicative skills to meet their immediate needs. [3.1]</li> <li>● ask for and give opinions about a given topic using fixed expressions. [3.8]</li> <li>● invite someone to an event by telling the time and location by using simple and fixed expressions. [4.2]</li> <li>● demonstrate some knowledge and performance on using proper discourse and non-verbal aspects of communication. [5.1, 5.2, 5.3, 5.4]</li> <li>● ask relevant questions to ensure that the person he/she is addressing understands what he/she means. [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>○ be going to (plans and predictions)</li> <li>○ Present Continuous (future arrangements)</li> <li>○ Defining Relative Clauses</li> <li>○ Present Perfect + yet, just, already</li> <li>○ Present Perfect or Past Simple (1)</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>○ Airports</li> <li>○ verbs + prepositions; linking (Unit 3B)</li> <li>○ Paraphrasing</li> <li>○ Housework, make or do</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● N/A</li> </ul>	<ul style="list-style-type: none"> <li>● Asynchronous: Units 4A, 4B</li> <li>● Writing Folder pp.4-8 Exercises 4-6 (writing topic sentences)</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: 18<sup>th</sup> October, 2024.

\*These are the shortened forms of the outcomes in the General Learning Outcomes List and the numbers next to them relate to their place in the General Learning Outcomes List.

**IZMIR KATIP CELEBI UNIVERSITY SCHOOL OF FOREIGN LANGUAGES**  
**2024-2025 ACADEMIC YEAR FALL 1 TERM SYLLABUS**  
**PRE-INTERMEDIATE LEVEL (22 Hours Face-to-Face & 6 Hours Asynchronous)**

<b>WEEK &amp; DATE</b>	Week 3 (14 <sup>th</sup> - 18 <sup>th</sup> October, 2024)
<b>MATERIALS</b>	English File Pre-Intermediate 4 <sup>th</sup> Edition, Units 4C, 5A, 5B, 5C, Practical English Episode 3, 6A (pages 34- 47)
	Supplementary Materials <ul style="list-style-type: none"> <li>● Writing Folder (Writing Supporting Sentences &amp; Connectors and Conjunctions)</li> <li>● Writing Folder (Writing Concluding Sentences)</li> <li>● Asynchronous Material Units 4C, 6A</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>● gather information such as departures and arrivals, platforms, reports of travel delays and cancellations or survey results in given charts or texts accurately. [1.3]</li> <li>● match the vocabulary items in the text with their definitions or antonyms/synonyms. [5.2]</li> <li>● express their opinions, experiences or preferences based on the information given in the text. [6.2]</li> <li>● distinguish facts and opinions using the clues or words/phrases in the text. [6.5]</li> </ul>	<ul style="list-style-type: none"> <li>● construct compound sentences using commonly used connectors (e.g. but, so, and, then). [1.1]</li> <li>● construct complex sentences using commonly used conjunctions [1.2]</li> <li>● write the topic, supporting, and concluding sentences in a paragraph accurately. [2.2]</li> <li>● utilize basic phrases (e.g. like, for example, such as) to give examples in a paragraph appropriately. [2.3]</li> </ul>	<ul style="list-style-type: none"> <li>● focus on key words or phrases that can be used to predict upcoming information in a listening text. [1.2]</li> <li>● recognize the topic of discussion around them accurately. [2.3]</li> </ul>	<ul style="list-style-type: none"> <li>● express their and other people's feelings (e.g. enthusiasm, excitement, happiness) by giving short reasons in a speech. [1.5]</li> <li>● describe everyday topics with the help of fixed expressions providing details in a speech. [2.2]</li> <li>● invite someone to an event by telling the time and location by using simple and fixed expressions. [4.2]</li> <li>● make and respond to suggestions/offers accurately by using appropriate structures or expressions in a conversation. [4.6]</li> <li>● demonstrate an accurate pronunciation of words/phrases in line with their level. [6.1]</li> <li>● demonstrate fluency in line with their level. [6.2]</li> <li>● perform a talk using presentation skills. [7.1, 7.2, 7.3, 7.4]</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>○ something, anything, nothing, etc.</li> <li>○ Comparative Adjectives and Adverbs, as...as</li> <li>○ Superlatives (+ ever + present perfect)</li> <li>○ Quantifiers, too, (not) enough</li> <li>○ will / won't (predictions)</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>○ Adjectives Ending -ed and -ing</li> <li>○ Types of Numbers</li> <li>○ Describing a Town or City</li> <li>○ Health and the Body</li> <li>○ Opposite Verbs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Writing: Describing where you live (page 41)</li> </ul>	<ul style="list-style-type: none"> <li>● Asynchronous: Units 4C, 6A</li> <li>● Units 3&amp;4 Revise and Check</li> <li>● Writing Folder pp. 8-21 Exercises 8-16 (writing supporting and concluding sentences)</li> <li>● Presentation of Speaking Task 1</li> <li>● Assignment of Speaking Task 2 (Please see Task Procedure)</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.
- Deadline for Speaking Task 2 performance in class by students: 8<sup>th</sup> November, 2024.

\*These are the shortened forms of the outcomes in the General Learning Outcomes List and the numbers next to them relate to their place in the General Learning Outcomes List.

**IZMIR KATIP CELEBI UNIVERSITY SCHOOL OF FOREIGN LANGUAGES**  
**2024-2025 ACADEMIC YEAR FALL 1 TERM SYLLABUS**  
**PRE-INTERMEDIATE LEVEL (22 Hours Face-to-Face & 6 Hours Asynchronous)**

<b>WEEK &amp; DATE</b>	Week 4 (21 <sup>st</sup> – 25 <sup>th</sup> October, 2024)
<b>MATERIALS</b>	English File Pre-Intermediate 4 <sup>th</sup> Edition, Units 6B, 6C, 7A, 7B, 7C, Practical English Episode 4 (pages 48-61)
	Supplementary Materials <ul style="list-style-type: none"> <li>● Modal Verbs</li> <li>● Asynchronous Material Unit 6C</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>● infer the opinion of the author and tone in a text through contextual clues and vocabulary. [8.2]</li> </ul>	<ul style="list-style-type: none"> <li>● write a final draft of their paragraphs in line with peer feedback or teacher feedback. [2.4]</li> <li>● write an opinion paragraph about a given topic indicating reasons. [3.3]</li> <li>● organize information to write or respond to a formal letter or email such as an application, covering letter/email or letter/email of complaint. [5.1]</li> <li>● produce openings and endings in simple formal emails accurately. [5.2]</li> </ul>	<ul style="list-style-type: none"> <li>● follow the sequence of events or flow of ideas in a text. [2.2]</li> </ul>	<ul style="list-style-type: none"> <li>● tell simple reasons for their opinions and preferences in a conversation when delivered a model. [1.2]</li> <li>● report the main points made in a text they have listened to or read (e.g. news, podcasts) if delivered slowly and clearly. [2.6]</li> <li>● to communicate in a dialogue including permission (ask for, give or refuse permission) by using appropriate structures and expressions. [4.3]</li> <li>● demonstrate word stress and intonation that is necessary for their level in a limited manner. [6.3]</li> <li>● perform equal participation in conversations or group works by applying strategies such as turn-taking, and by sharing responsibilities. [8.3]</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>○ will / won't / shall</li> <li>○ Review of Verb Forms</li> <li>○ Uses of the Infinitive with to</li> <li>○ Uses of the Gerund</li> <li>○ have to, don't have to, must, mustn't</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>○ verb + back</li> <li>○ Modifiers</li> <li>○ verbs + infinitive</li> <li>○ verbs + gerund</li> <li>○ adjectives + prepositions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Writing: An Article about How to Survive... (page 55)</li> </ul>	<ul style="list-style-type: none"> <li>● Asynchronous: Unit 6C</li> <li>● Units 5&amp;6 Revise and Check</li> <li>● Writing Practice in class: Writing Folder pp.21-22 - Sample Quiz Practice</li> </ul>

**EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS**

- N/A

\*These are the shortened forms of the outcomes in the General Learning Outcomes List and the numbers next to them relate to their place in the General Learning Outcomes List.

**IZMIR KATIP CELEBI UNIVERSITY SCHOOL OF FOREIGN LANGUAGES**  
**2024-2025 ACADEMIC YEAR FALL 1 TERM SYLLABUS**  
**PRE-INTERMEDIATE LEVEL (22 Hours Face-to-Face & 6 Hours Asynchronous)**

<b>WEEK &amp; DATE</b>	Week 5 (28 <sup>th</sup> October- 1 <sup>st</sup> November, 2024)		
<b>MATERIALS</b>	English File Pre-Intermediate 4 <sup>th</sup> Edition, Units 8A, 8B, 8C, 9A, 9B, 9C, Practical English Episode 5 (pages 62-77)		
	Supplementary Materials <ul style="list-style-type: none"> <li>● Writing Folder (Abbreviations and Acronyms)</li> <li>● Asynchronous Material Units 8C, 9C</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>● explain an approximate meaning of the key vocabulary items in a simple way. [5.3]</li> <li>● conclude basic inferences from simple information accurately after reading a short text [8.1]</li> </ul>	<ul style="list-style-type: none"> <li>● use commonly used abbreviations (such as ASAP, FYI, Q&amp;A, FAQ) in formal and informal written contexts. [5.4]</li> <li>● produce short, simple notes while researching. [4.1]</li> </ul>	<ul style="list-style-type: none"> <li>● distinguish accurate sounds between minimal pairs or commonly confused sounds/words. [3.3]</li> <li>● utilise contextual clues to understand the text. [4.1]</li> <li>● relate the key words with other words such as their synonyms, antonyms and lexical forms when answering questions about the text. [4.2]</li> <li>● record simple notes during a presentation/demonstration on a given familiar topic. [6.1]</li> <li>● write a list of the main points of messages and announcements if provided clearly and slowly. [6.2]</li> </ul>	<ul style="list-style-type: none"> <li>● describe the steps and process of things simply in a speech or a conversation. [2.4]</li> <li>● describe short, basic events and activities in a simple way in a speech. [2.5]</li> <li>● ask questions and respond to questions in social exchanges or interviews. [3.4]</li> <li>● give simple instructions to complete a basic task at the time of speaking if given a model. [3.5]</li> <li>● give basic advice by using simple and fixed expressions in a dialogue accurately. [4.4]</li> <li>● make and respond to excuses/ apologies by using basic and fixed expressions in a dialogue. [4.5]</li> <li>● ask for repetition and clarification when they don't understand by using appropriate expressions in a dialogue. [8.1]</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>○ should (Unit 8A)</li> <li>○ if + present, will + infinitive</li> <li>○ Possessive Pronouns</li> <li>○ if + past, would + infinitive</li> <li>○ Present Perfect</li> <li>○ Present Perfect or Past Simple (2)</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>○ get</li> <li>○ Confusing Verbs</li> <li>○ Adverbs of Manner</li> <li>○ Animals and Insects</li> <li>○ Phrases with for and since</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Writing: A biography (page 75)</li> </ul>	<ul style="list-style-type: none"> <li>● Asynchronous: Units 8C, 9C</li> <li>● Units 7&amp;8 Revise and Check</li> <li>● Writing Folder pp.23-24</li> </ul>
<b>EXAMINATIONS &amp; IMPORTANT DATES &amp; ANNOUNCEMENTS</b>			
<ul style="list-style-type: none"> <li>● Quiz &amp; Writing Quiz (Quiz results will be announced in class within one week.)</li> <li>● 29<sup>th</sup> October is a national holiday, there are no lessons on this day.</li> </ul>			

\*These are the shortened forms of the outcomes in the General Learning Outcomes List and the numbers next to them relate to their place in the General Learning Outcomes List.

**IZMIR KATIP CELEBI UNIVERSITY SCHOOL OF FOREIGN LANGUAGES**  
**2024-2025 ACADEMIC YEAR FALL 1 TERM SYLLABUS**  
**PRE-INTERMEDIATE LEVEL (22 Hours Face-to-Face & 6 Hours Asynchronous)**

<b>WEEK &amp; DATE</b>	Week 6 (4 <sup>th</sup> – 8 <sup>th</sup> November, 2024)		
<b>MATERIALS</b>	English File Pre-Intermediate 4 <sup>th</sup> Edition, Units 10A, 10B, 10C, 11A, 11B, 11C, Practical English Episode 6 (pages 78-93)		
	Supplementary Materials <ul style="list-style-type: none"> <li>● Asynchronous Material Units 10A, 11C</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>● identify the main topics and the key details in factual or narrative texts. [2.2]</li> <li>● compare basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions. [6.4]</li> </ul>	<ul style="list-style-type: none"> <li>● recognize the topic, supporting, and concluding sentences in a paragraph accurately. [2.1]</li> </ul>	<ul style="list-style-type: none"> <li>● extract basic inferences on familiar topics in simple, everyday conversations when delivered clearly in a text. [7.1]</li> </ul>	<ul style="list-style-type: none"> <li>● make phone conversations by using fixed expressions. [3.6]</li> <li>● make a polite request related to immediate needs by using basic and fixed expressions fluently. [4.1]</li> <li>● demonstrate some knowledge and performance on using proper discourse and non-verbal aspects of communication. [5.1, 5.2, 5.3, 5.4]</li> <li>● produce intelligible words or sentences showing signals of fluency and knowledge of pronunciation. [6]</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>○ Expressing Movement</li> <li>○ Phrasal Verbs</li> <li>○ the Passive</li> <li>○ used to</li> <li>○ might</li> <li>○ so, neither + auxiliaries</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>○ Sports &amp; Expressing Movement</li> <li>○ Phrasal Verbs</li> <li>○ People from Different Countries</li> <li>○ School Subjects</li> <li>○ Word Building: Noun Formation</li> <li>○ Similarities and Differences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Writing: An Article (page 79)</li> </ul>	<ul style="list-style-type: none"> <li>● Asynchronous: Units 10A, 11C</li> <li>● Units 9&amp;10 Revise and Check</li> <li>● Presentation of Speaking Task 2</li> </ul>
<b>EXAMINATIONS &amp; IMPORTANT DATES &amp; ANNOUNCEMENTS</b>			
<ul style="list-style-type: none"> <li>● 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.</li> </ul>			

\*These are the shortened forms of the outcomes in the General Learning Outcomes List and the numbers next to them relate to their place in the General Learning Outcomes List.



**IZMIR KATIP CELEBI UNIVERSITY SCHOOL OF FOREIGN LANGUAGES**  
**2024-2025 ACADEMIC YEAR FALL 1 TERM SYLLABUS**  
**PRE-INTERMEDIATE LEVEL (22 Hours Face-to-Face & 6 Hours Asynchronous)**

<b>WEEK &amp; DATE</b>	Week 7 (11 <sup>th</sup> - 18 <sup>th</sup> November, 2024)		
<b>MATERIALS</b>	English File Pre-Intermediate 4 <sup>th</sup> Edition, Units 12A, 12B, 12C (pages 94-101)		
	Supplementary Materials <ul style="list-style-type: none"> <li>● Asynchronous Material Units 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>● follow the sequence of actions or the flow of information in a text identifying the introduction, body and concluding sentences/paragraphs. [4.1]</li> <li>● identify the parts of speech of the vocabulary items given in the text. [5.4]</li> <li>● identify different genres, audience, purpose or point of view (third person, first person etc.) accurately in a text. [8.3]</li> </ul>	<ul style="list-style-type: none"> <li>● write narrative paragraphs about their experience (e.g. a story, an e-mail) with the help of past tenses, connectors and time expressions. [3.2]</li> </ul>	<ul style="list-style-type: none"> <li>● predict the content of a listening text using the clues such as visuals and headings. [1.1]</li> <li>● identify the main information in informative and narrative texts. [2.1]</li> </ul>	<ul style="list-style-type: none"> <li>● tell simple reasons for their opinions and preferences in a conversation when delivered a model. [1.2]</li> <li>● report the main points made in a text they have listened to or read (e.g. events, news, literary works, podcasts) if delivered slowly and clearly. [2.6]</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>○ Past Perfect</li> <li>○ Reported Speech</li> <li>○ Questions without Auxiliaries</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>○ Time Expressions</li> <li>○ say or tell</li> <li>○ Revision of Question Words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● N/A</li> </ul>	<ul style="list-style-type: none"> <li>● Asynchronous: 12C</li> <li>● Units 11&amp;12 Revise and Check</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>● 18<sup>th</sup> November 2024, Monday is the revision day. Attendance is required.</li> <li>● LEE Exam (from 20<sup>th</sup> to 22<sup>nd</sup> November, 2024) (Only the students who are successful in In-Level Assessment can take the LEE Exam)</li> </ul>			

\*These are the shortened forms of the outcomes in the General Learning Outcomes List and the numbers next to them relate to their place in the General Learning Outcomes List.