

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

**GENERAL INFORMATION ABOUT INTERMEDIATE LEVEL**

**COURSE OVERVIEW:**

At the end of the 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 B1/B1+ levels. They will be able to write simple, structured opinion essays using their own ideas and provided information and speak coherently and intelligibly in expressing their ideas in a given context.

**COURSE LENGTH:**

The school offers education at Intermediate level in Fall 1, Fall 2, Spring 1 and Spring 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 CPT examination in the 8<sup>th</sup> week.

**MATERIALS:**

In face-to-face lessons, English File 4<sup>th</sup> Edition 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 CPT (Celebi Proficiency Test) at the end of the module. In the CPT exam, students are assessed in terms of use of English, reading, vocabulary, writing and speaking. Students finish the course (and also the Preparatory Program) successfully with a minimum grade of 65 from the CPT 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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**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>● skim a text* to identify the main purpose and the key points.</li> <li>● scan a text to find specific information given a time limit.</li> <li>● identify the organisation of a text and its flow of information.</li> <li>● utilize strategies to understand the unknown words / phrases in a text using contextual clues.</li> <li>● demonstrate intensive reading strategies.</li> <li>● recognize the summary of a text.</li> <li>● identify references in a text.</li> <li>● make 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>● use well-developed sentences about familiar topics, current and academic issues within a text*.</li> <li>● demonstrate basic essay writing skills about familiar topics, current and academic issues.</li> <li>● paraphrase a sentence in a simple way.</li> <li>● apply basic punctuation 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 listening text*.</li> <li>● demonstrate intensive listening skills in a text when conducted clearly.</li> <li>● guess the meaning of unknown words from context if the topic discussed is familiar.</li> <li>● predict information before/while listening to a text by using different listening strategies.</li> <li>● make basic inferences about a listening text such as inferring speaker's opinion on a topic.</li> <li>● identify the speakers' feelings and opinions in the texts with the help of verbal and non-verbal clues.</li> <li>● use note-taking strategies while listening to a text on various issues to demonstrate understanding.</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 people /places / things / matters / experiences producing intelligible and coherent sentences.</li> <li>● perform a discussion talking about their ideas while supporting them in a persuasive way,</li> <li>● carry out dialogues communicatively by exchanging information.</li> <li>● perform communicative functions such as making and reacting to some suggestions and recommendations / advice, complaining about problems.</li> <li>● demonstrate knowledge and performance on using proper discourse and nonverbal aspects of communication.</li> <li>● produce intelligible words and sentences while performing a monologue or dialogue showing signals of fluency and pronunciation.</li> <li>● perform a well-organised individual or group presentation using related skills.</li> <li>● show strategic competence skills such as asking a question in a different way, taking turns in a conversation in order to maintain simple conversations.</li> </ul>
<p>*A 'text' refers to any authentic/semi-authentic text written in standard language at CEFR B1/B1+ level such as newspaper articles, magazine articles, scientific articles, letters, emails, postings, graded books of around 400 words.</p>	<p>* A 'text' refers to well-designed essays at CEFR B1/B1+ level of around 200 words.</p>	<p>*A 'text' refers to any authentic/semi-authentic text given in standard language spoken at a conversational pace at CEFR B1/B1+ level such as phone calls, conversations, stories, interviews, informative texts of maximum 4 minutes long.</p>	<p>* This skill includes monologues or dialogues at CEFR B1/B1+ level such as presentations, simple discussions on familiar or academic topics, current issues of min 2 – max 5 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 Intermediate 4 <sup>th</sup> Edition, Units 1A, 1B, Practical English Episode 1, 2A (pages 6-19)
	Supplementary Materials <ul style="list-style-type: none"> <li>● Presentation on Plagiarism (Powerpoint- Asynchronous)</li> <li>● Presentation on Basic Language Study Strategies on their Self-studies (Powerpoint- Asynchronous)</li> <li>● Writing Folder (Opinion Essay – Brainstorming, Outline, and Introduction)</li> <li>● Asynchronous Material Unit 1B</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 most of the key points in a given text containing related vocabulary. [1.1]</li> <li>● identify the purpose of the text (e.g. informational, narrative, argumentative) and target readers. [1.2]</li> </ul>	<ul style="list-style-type: none"> <li>● complete a text by constructing accurate and logical sentences. [1.2]</li> <li>● prepare an overall outline of an essay to organise ideas and information accurately on a given topic when provided with a model. [2.1]</li> <li>● compose the introductory paragraph of a simple opinion essay including a well-developed thesis statement on a given topic. [2.3]</li> </ul>	<ul style="list-style-type: none"> <li>● recognize and follow the general structure of a talk accurately. [1.1]</li> <li>● identify most of the details (e.g. key factual information) provided that the speech is clear. [2.2]</li> <li>● recognise different points of view in a discussion or presentation. [2.5]</li> <li>● predict the content of a listening text using the clues such as visuals and headings. [4.1]</li> </ul>	<ul style="list-style-type: none"> <li>● talk about people/places/things/matters/experiences producing intelligible and coherent sentences [1.1,1.2,1.3]</li> <li>● give brief reasons and explanations for a familiar subject using related language in a given context. [2.2]</li> <li>● ask other students about their beliefs, opinions, and reasons for their views. [2.3]</li> <li>● show interest and participate in pair or group works to collaborate in shared tasks and work towards a common goal in a group. [3.1]</li> <li>● carry out a prepared structured interview with some spontaneous follow-up questions. [3.2]</li> <li>● react appropriately to good and bad news using fixed expressions in given contexts. [4.2]</li> <li>● utilize discourse markers in their sentences (e.g. Let me think, I mean). [5.3]</li> <li>● ask for repetition or clarification using fixed expressions in a given context.[8.4]</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>○ Present Simple &amp; Present Continuous</li> <li>○ Future forms: Present Continuous, be going to, will/won't</li> <li>○ Present Perfect &amp; Past Simple</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>○ Types of food</li> <li>○ Adjectives to describe food and cooking</li> <li>○ Family members</li> <li>○ Adjectives to describe personality</li> <li>○ Negative prefixes (un-, in-, dis-, il-)</li> <li>○ Verbs, prepositions, nouns and phrasal verbs related to money</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Unit 1B Writing</li> </ul>	<ul style="list-style-type: none"> <li>● Asynchronous: Unit 1B</li> </ul>

<b>EXAMINATIONS &amp; IMPORTANT DATES &amp; ANNOUNCEMENTS</b>
<ul style="list-style-type: none"> <li>● N/A</li> </ul>

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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 Intermediate 4 <sup>th</sup> Edition, Units 2B, 3A, 3B, Practical English Episode 2 (pages 20-35)		
	Supplementary Materials <ul style="list-style-type: none"> <li>● Writing Folder (Study on Linkers and Transitions)</li> <li>● Material for Extensive Listening (Asynchronous)</li> <li>● Asynchronous Material Unit 3A</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>● predict the content of the text from headings, titles, or headlines. [1.3]</li> <li>● identify the transitions between the paragraphs using the clues such as bridge sentences or linking words. [3.4]</li> <li>● make use of vocabulary items to understand a text using some strategies. (e.g. finding an alternative for the keywords, matching the definitions). [4.3]</li> </ul>	<ul style="list-style-type: none"> <li>● use various linkers accurately to combine sentences smoothly. [1.1]</li> <li>● edit incorrect or irrelevant sentences in a given text. [1.3]</li> <li>● make logical paragraph breaks in a longer text about a familiar topic. [2.2]</li> <li>● use linkers accurately when producing a written text. [2.7]</li> </ul>	<ul style="list-style-type: none"> <li>● follow the main points of various audio visual media postings (e.g. podcasts). [1.3]</li> <li>● identify a simple chronological sequence and logical flow in a recorded narrative or dialogue. [2.1]</li> <li>● predict what will happen next while listening to a text. [4.2]</li> </ul>	<ul style="list-style-type: none"> <li>● develop an argument/counter argument using common fixed expressions on a topic. [2.4]</li> <li>● confirm understanding in a discussion by recognizing the details. [2.5]</li> <li>● check whether the information has been understood by using appropriate language. [8.2]</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 + for/since, Present Perfect Continuous</li> <li>○ Comparatives &amp; Superlatives</li> <li>○ Articles: a/an/the/no article</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>○ Strong adjectives</li> <li>○ Adverbs used with strong adjectives</li> <li>○ Forms of transport</li> <li>○ Vehicles</li> <li>○ Verbs/phrasal verbs related to travel and transport</li> <li>○ Collocation: dependent prepositions after verbs/adjectives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Unit 2B Writing</li> <li>● Unit 3A Writing</li> </ul>	<ul style="list-style-type: none"> <li>● Asynchronous: Unit 3A</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>			

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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 Intermediate 4 <sup>th</sup> Edition, Units 4A, 4B, 5A (pages 36-49)
	Supplementary Materials <ul style="list-style-type: none"> <li>● Writing Folder (Opinion Essay – Body Paragraphs – Concluding Paragraph)</li> <li>● Audio-visual Material about Different Accents of English (Asynchronous)</li> <li>● Asynchronous Material Unit 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>● relate a supporting example with the main idea by following connectors and key vocabulary in a text. [3.1]</li> <li>● predict the meaning of unknown keywords mostly in a reading text. [4.2]</li> </ul>	<ul style="list-style-type: none"> <li>● compose the body paragraphs of a simple opinion essay on given topic. [2.4]</li> <li>● explain their opinions stating their reasons in written language on a provided topic in a given task. [2.6]</li> <li>● paraphrase a sentence in a simple way. [3]</li> <li>● apply basic punctuation (e.g. commas, full stops, question marks) rules while writing a text. [4]</li> <li>● support main ideas with relevant examples in an essay on a given topic. [2.8]</li> <li>● demonstrate basic essay writing skills about familiar topics, current and academic issues using target grammatical and lexical structures at this level. [2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9]</li> <li>● compose the concluding paragraph of a simple opinion essay on a given topic. [2.5]</li> </ul>	<ul style="list-style-type: none"> <li>● guess the meaning of unknown words from context if the topic discussed is familiar. [3]</li> <li>● infer speakers' opinions in conversations on various topics accurately. [5.1]</li> <li>● deduce the general meaning of a passage from context in a longer, structured text. [5.2]</li> </ul>	<ul style="list-style-type: none"> <li>● express their personal beliefs and opinions. [2.1]</li> <li>● perform a coherent monologue or dialogue including relevant information all through the talk. [5.1]</li> <li>● perform accurate signs of body language to show feelings or opinions (e.g. agreement, disagreement, following, eyecontact, having a relaxed position, tone of voice, accurate register and style, showing enthusiasm to speak English). [5.2]</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>○ Obligation and prohibition: have to, must, should</li> <li>○ Ability and possibility: can, could, be able to</li> <li>○ Past tenses: simple, continuous, perfect</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>○ Phone language</li> <li>○ -ed/-ing adjectives</li> <li>○ People and places related to sports</li> <li>○ Verbs/phrasal verbs related to sports</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Unit 5A Writing</li> </ul>	<ul style="list-style-type: none"> <li>● Asynchronous: Unit 4B</li> <li>● Units 3&amp;4 Revise and Check</li> <li>● Assignment of Speaking Task 1 (Please see Task Procedure)</li> <li>● Writing Practice in class: Write an essay about the topic on p.35-36 of Writing Folder.</li> </ul>

**EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS**

- Deadline for Speaking Task 1 performance in class by students: 27<sup>th</sup> December, 2024.

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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 Intermediate 4 <sup>th</sup> Edition, Units 5B, Practical English Episode 3, 6A (pages 50-59)
	Supplementary Materials: <ul style="list-style-type: none"> <li>• Material for Recognizing the Summary</li> <li>• Inference Material</li> <li>• Asynchronous Material Unit 5B</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>• scan a text to find specific information given a time limit. [2]</li> <li>• answer comprehension check questions by making use of the information given in the text. [5.1]</li> <li>• recognize the summary of a text. [6]</li> <li>• interpret the information in a text to make inference. [8.1]</li> <li>• explain different genres, audience, purpose, source, or the writer's point of view by identifying the tone (e.g. neutral, positive etc.) of the text. [8.2]</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate basic essay writing skills about familiar topics, current and academic issues using target grammatical and lexical structures at this level. [2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9]</li> <li>• apply basic punctuation (e.g. commas, full stops, question marks) rules while writing a text. [4]</li> </ul>	<ul style="list-style-type: none"> <li>• follow the gist of talks (e.g. explanations, recorded instructions, lectures, extended discussion, narratives, conversations, clearly structured academic presentations). [1.2]</li> <li>• take notes as a list of key points during a talk such as a straightforward lecture to fill in a chart, form, diagram, etc., provided the topic is familiar, and the lecture is both formulated in simple language and articulated clearly. [7.1]</li> </ul>	<ul style="list-style-type: none"> <li>• carry out a prepared structured interview with some spontaneous follow-up questions. [3.2]</li> <li>• ask for and give permission in a relevant context. [4.8]</li> <li>• produce intelligible words and sentences while performing a monologue or dialogue showing signals of fluency and pronunciation. [6]</li> <li>• initiate, maintain and close conversations when provided with an appropriate context using relevant phrases. [8.3]</li> <li>• take turns in a conversation by using the key phrases provided. [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>○ Present and past habits and states</li> <li>○ Passive (all tenses)</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>○ Relationships</li> <li>○ Verbs phrases</li> <li>○ Kinds of films</li> <li>○ Difference between word pairs and phrases</li> <li>○ People and things</li> <li>○ Verbs and verb phrases</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Unit 6A Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Asynchronous: Unit 5B</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: 10<sup>th</sup> January, 2025.
- The instructors are going to give feedback on the essay that was assigned in Week 3.

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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 Intermediate 4 <sup>th</sup> Edition, Units 6B, 7A, 7B, Practical English Episode 4 (pages 60-75)
	Supplementary Materials: <ul style="list-style-type: none"> <li>• How to Make a Presentation</li> <li>• Asynchronous Material Unit 6B</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>• compare information (fact or opinion; similarities or differences) given in different texts on the same topic accurately. [5.2]</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate basic essay writing skills about familiar topics, current and academic issues using target grammatical and lexical structures at this level. [2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9]</li> <li>• apply basic punctuation (e.g. commas, full stops, question marks) rules while writing a text. [4]</li> </ul>	<ul style="list-style-type: none"> <li>• identify a simple chronological sequence and logical flow in a recorded narrative or dialogue. [2.1]</li> <li>• follow repetitions or changes of the topic in talks or conversations in slow and clear speech. [2.3]</li> <li>• identify the main arguments (for and against, agreement and disagreement etc.) in adiscussion delivered in clear standard speech. [6.2]</li> </ul>	<ul style="list-style-type: none"> <li>• report their group discussions in a detailed way to other students. [2.6]</li> <li>• compare and contrast alternatives about what to do, where to go, etc. provided in a role-playing activity. [3.3]</li> <li>• make an apology with excuses or reasons given an appropriate context in a role play. [4.3]</li> <li>• make and react to some suggestions and recommendations/advice in a dialogue on a context provided. [4.4]</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>○ Modals of deduction: might, can't, must</li> <li>○ First conditional and future time clauses + when, until, etc.</li> <li>○ Second contitional, choosing between conditionals</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>○ Parts of the body</li> <li>○ Possessive pronouns with parts of the body</li> <li>○ Verbs related to the body</li> <li>○ School subjects</li> <li>○ Words related to the school system in the UK and the US</li> <li>○ Words related to discipline and exams</li> <li>○ make, let, and allow</li> <li>○ Describing where you live using in or on (eg. in the country, on the second floor)</li> <li>○ Describing a house or a flat</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7B Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Asynchronous: Unit 6B</li> <li>• Units 5&amp;6 Revise and Check</li> </ul>

**EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS**

- Quiz & Writing Quiz (Quiz results are announced in class within one week.)
- 1<sup>st</sup> January is a national holiday, there are no lessons on this day.

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<b>WEEK &amp; DATE</b>	Week 6 (6 <sup>th</sup> – 10 <sup>th</sup> January, 2025)
<b>MATERIALS</b>	English File Intermediate 4 <sup>th</sup> Edition, Units 8A, 8B, 9A (pages 76-89)
	Supplementary Materials: <ul style="list-style-type: none"> <li>● Asynchronous Material Unit 8B</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>● insert the given information in a text using organisational clues. [3.3]</li> <li>● identify most of the key subject vocabulary in relatively complex written descriptions to answer comprehension check questions. [4.1]</li> <li>● decide whether a certain piece of information is included in the text or not. [5.3]</li> </ul>	<ul style="list-style-type: none"> <li>● demonstrate basic essay writing skills about familiar topics, current and academic issues using target grammatical and lexical structures at this level. [2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9]</li> <li>● apply basic punctuation (e.g. commas, full stops, question marks) rules while writing a text. [4]</li> </ul>	<ul style="list-style-type: none"> <li>● recognise the relationship between main ideas and supporting details correctly. [2.4]</li> </ul>	<ul style="list-style-type: none"> <li>● deal with less common situations while doing activities such as receiving service in a role-playing activity. [3.4]</li> <li>● describe what they are looking for while carrying out a dialogue in a given task. [4.1]</li> <li>● accept or decline offers politely using a range of formal and informal expressions in a role play activity. [4.6]</li> <li>● demonstrate the accurate, pronunciation of vocabulary items and fixed expressions intelligibly. [6.1,6.2,6.3]</li> <li>● perform a well-organised individual or group presentation using related skills. [7.1, 7.2, 7.3, 7.4, 7.5, 7.6] (Please see these outcomes in the curriculum document)</li> <li>● clarify the meaning of a familiar word or phrase by using strategies such as giving synonyms, examples, etc.in a random conversation. [8.1]</li> <li>● ask extra questions to check their understanding while listening to a newly introduced topic. [8.6]</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>○ Gerunds and infinitives</li> <li>○ Reported speech: sentences and questions</li> <li>○ Third conditional</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 phrases related to work</li> <li>○ Saying what you do</li> <li>○ Word-building</li> <li>○ Using the prepositions at, for, in, or of</li> <li>○ The difference between similar phrases related to shopping</li> <li>○ Making nouns from verbs</li> <li>○ Making adjectives and adverbs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Unit 8A Writing</li> <li>● Unit 8B Writing</li> </ul>	<ul style="list-style-type: none"> <li>● Asynchronous: Unit 8B</li> <li>● Units 7&amp;8 Revise and Check</li> <li>● Presentation of Speaking Task 2</li> <li>● Writing Practice: Write an essay about the topic in the sample CPT Exam Writing Session on the website or about one of the topics listed in the document “Writing Topics Studied by Lecturers” on Drive.</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.

\*These are the shortened forms of the outcomes in the curriculum and the numbers next to them relate to their place in the curriculum list.

**IZMIR KATIP CELEBI UNIVERSITY SCHOOL OF FOREIGN LANGUAGES**  
**2024-2025 ACADEMIC YEAR FALL 2 TERM SYLLABUS**  
**INTERMEDIATE 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 Intermediate 4 <sup>th</sup> Edition, Units 9B, Practical English Episode 5, 10A, 10B (pages 90-105)		
	Supplementary Materials: <ul style="list-style-type: none"> <li>• Note Taking Material</li> <li>• Asynchronous Material Unit 10B</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 relationships (e.g. compare/contrast) in a given structured text. [3.2]</li> <li>• decide what words or phrases in a text (e.g. pronouns, noun clauses, determiners, collocations) refer to. [7.1]</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate basic essay writing skills about familiar topics, current and academic issues using target grammatical and lexical structures at this level. [2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9]</li> <li>• apply basic punctuation (e.g. commas, full stops, question marks) rules while writing a text. [4]</li> </ul>	<ul style="list-style-type: none"> <li>• identify speakers' feelings and attitudes with the help of tone of voice or intonation correctly. [6.1]</li> <li>• take notes as a list of key points during a talk such as a straightforward lecture to fill in a chart, form, diagram, etc., provided the topic is familiar, and the lecture is both formulated in simple language and articulated clearly. [7.1]</li> </ul>	<ul style="list-style-type: none"> <li>• complain about problems related to familiar topics. [4.5]</li> <li>• offer or ask for help when they need. [4.7]</li> <li>• ask a question in a different way if misunderstood when given an appropriate context. [8.7]</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>○ Quantifiers</li> <li>○ Relative clauses: defining and non-defining</li> <li>○ Question tags</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>○ Electronic devices</li> <li>○ Phrasal verbs related to devices</li> <li>○ Separable vs inseparable phrasal verbs</li> <li>○ Compound nouns</li> <li>○ Words related to crime</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Unit 9B Writing</li> <li>• Unit 10A Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Asynchronous: Unit 10B</li> <li>• Units 9&amp;10 Revise and Check</li> </ul>
<b>EXAMINATIONS &amp; IMPORTANT DATES &amp; ANNOUNCEMENTS</b>			
<ul style="list-style-type: none"> <li>• The instructors are going to give feedback on the essay that was assigned in Week 6.</li> <li>• CPT Speaking Exam Demo will be carried out in class this week.</li> <li>• 20<sup>th</sup> January 2025, Monday is the revision day. Attendance is required.</li> <li>• CPT 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 CPT Exam)</li> </ul>			

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