**METU/SFL Fall 2021**

**DBE**

**ELEMENTARY GROUP**

**SECOND SPAN SYLLABUS**

**RECEPTIVE SKILLS**

**Reading:**

**Types of texts:** multiple texts on similar topics and texts with subtitles/subsections, websites, blogs, homepages on the web, emails, articles, magazines and interviews

**Topics:** Impersonal texts about performance, change, learning, movement, images, predictions, consumption, character, time, buildings, cities and culture

**Task Types/Questions:**

* match items with the information in the text
* find the sentences that give the same information in the text
* answer T/F questions and no information questions
* match paragraphs with the headings
* write subheadings
* match paragraphs with the topics
* match pictures with the headings
* match words with the definitions
* choose items from a list
* label visuals/diagrams
* answer open-ended questions with short or long answers
* answer multiple choice questions
* place missing words/phrases/sentences in paragraphs/texts
* choose a suitable heading
* complete the titles
* fill in the blanks in the table with the information in the text
* fill in the blanks with information from the text to complete sentences
* fill in the blanks with information from the text to complete a summary/paraphrase
* interpret graphs

**Skills/Strategies:**

* preview a text and make predictions about its content from titles, headings, subheadings, pictures, graphs, tables and illustrations
* make predictions about a text with the help of the title, headings and pictures
* skim a text to get the overall gist
* skim a text to get the main idea
* scan a text to locate specific information
* recognize and interpret reference words
* recognize the logical flow of a text and complete the text with given phrases
* recognize main ideas and supporting details in a text
* guess meaning from context by:
  + focusing on linking and discourse signals, definitions, rewordings, examples, synonyms or punctuation
  + recognizing the parts of speech, parts (prefixes, suffixes and the word root) and collocations of a word
* read texts carefully to understand the message
* make inferences and read for details by making guesses about things that are not directly stated in a reading
* make inferences
* read questions and tasks carefully (in exams, handouts and textbooks)
* read instructions carefully (in exams, handouts and textbooks)
* identify topics of paragraphs and the main idea and the supporting details of the text
* summarize a reading text by referring to the information in the text
* draw logical conclusions
* make predictions about what you’ll read to connect your knowledge to new ideas
* find problems and solutions
* identify facts and opinions
* infer and identify author’s bias
* categorize information
* preview a text
* use and interpret visuals and data
* recognize and understand synonyms
* separate facts and opinions
* recognize prefixes
* recognize words with more than one meaning

**Listening:**

**Types of texts:** dialogues/conversations, interviews, monologues on personal and impersonal topics

**Topics:** monologue/lectures, dialogues, announcements, brief-talks, conversations about performance, change, learning, movement, images, predictions, consumption, character, time, buildings, cities and culture

**Task Types/Questions:**

* choose items from a list
* answer multiple choice questions
* take notes during a talk
* fill in the blanks/forms/charts
* match items
* answer T/F questions
* answer open-ended questions
* complete sentences/notes

**Skills/Strategies:**

* listen for gist
* listen for key details (phrases, numbers) and specific information
* listen for main ideas
* recognize statements used as questions
* listen carefully to choose the correct answer from alternatives
* identify levels of formality
* understand the speaker’s purpose
* recognize reductions with to
* understand people agreeing/disagreeing in a conversation
* follow sequence of events
* follow main points

**PRODUCTIVE SKILLS**

**Writing:**

**Types of texts:** impersonal guided texts between 100-200 words

**Task Types/Topics:**

* compare two activities in about 120 words (WA2 U10)
* write a blog about a decision that needs to be made in about 100 words & 2 paragraphs (WA2 U12)
* write a cover email in support of an application for a job or further studies (WA3 U3)
* write a short text message (WA3 U4)
* write a short post about something you saw that made an impression on you (WA3 U6)
* write an opinion essay (WA3 U8)
* write about the qualities of sb. (the qualities of a good leader in S 1 R & W U1)
* write about how well you manage time (S 1 R & W U2)
* write about how technology can improve a building (S 1 R & W U3)
* write about how sth. is changing sth. else (how traffic is changing our cities in S 1 R & W U4)
* write about how sth. has changed sth. else (how technology has changed your culture in S 1 R & W U5)
* use correct capitalization and punctuation
* write a proper topic sentence
* write proper supporting sentences
* write about contrasts, choices and results
* express and justify opinions in writing
* arrange sentences in a paragraph in an order
* use referencing, synonyms and transitions to maintain coherence

**Skills/Strategies:**

* form sentences with correct punctuation and capitalization
* avoid sentence fragments and run-on sentences
* maintain parallelism
* maintain subject/verb agreement
* use an editing checklist
* understand the correction symbols and write the new draft based on the feedback received on the previous draft
* combine parallel structures using the appropriate linking words with correct punctuation and capitalization
* provide various texts concerning the designated topics
* use a variety of structures to convey meaning
* use a variety of vocabulary to convey meaning (adjectives, adverbs, nouns, etc.)
* use rules of writing pertaining to orthography in English (punctuation, spelling, capital letters)
* start writing the text by restating the necessary part of the question
* organize factual information in a logical order
* brainstorm
* analyze a problem
* practice explaining how a solution will work by forming reason-result relationships
* identify the parts of a paragraph
* recognize the topic sentence, supporting sentences and the concluding sentence in a paragraph
* form a correct and accurate topic sentence with a focus on the topic and the controlling idea
* combine ideas using **because, so, as, since** to form complex sentences (WA 2 U12)
* use addition linking words **as well as, in addition to, in addition, moreover, furthermore, not only… but also…, besides** (WA 3 U3)
* combine ideas using **as soon as, when, after, before, until** (WA 3 U4)
* give examples using **for example, for instance,** **such as** and **to illustrate** (WA 3 U8)
* maintain unity in a paragraph by avoiding irrelevant information
* maintain cohesion and coherence throughout supporting sentences
* practice the structures and vocabulary items that are frequently used in paragraphs focusing on the qualities of sb., how sth. is changing/has changed sth. else

**Listening & Note-taking into writing:**

**Types of texts:** impersonal monologues/interviews on topics of general information or daily life

**Task Types/Topics:** define and classify objects, things and/or animals, explain the similarities and/or differences between two things/objects/animals/activities

**Skills/Strategies:**

* extract specific information from an audio to answer a question
* write guided texts answering the questions provided
* link ideas using linkers/connectors/transition signals
* form simple, compound and complex sentences
* start writing the paragraph by restating the necessary part of the question
* use relevant ideas in the production
* write complete sentences with correct punctuation and capitalization
* conform to parallelism when listing items or ideas and joining ideas
* write correct sentences by avoidingsentence fragments, run-on sentencesand paying attention to subject/verb agreement
* use referencing to avoid unnecessary repetition
* use a variety of vocabulary to convey meaning (adjectives, adverbs, etc.)
* use a variety of grammatical structures to convey meaning and paraphrase when explaining a thought
* use rules of writing pertaining to orthography in English (punctuation, spelling, capital letters)

**Speaking - Interactive & Monologue**

**Tasks:** discuss to answer specific questions on specific topics, ask and answer questions to elicit personal opinions about human planet, people, the media, health, the natural world, society and family.

**Skills/Strategies:**

* make, accept and refuse invitations
* agree and disagree with opinions
* get clarification
* agree and disagree
* make requests and confirm acceptance
* ask and answer questions about certain topics
* give long or short answers to questions
* use gestures and mimics
* keep eye contact while interacting with their peer
* speak clearly to be heard and understood (pronunciation and pitch)
* agree and disagree with others’ opinions
* respond to others’ ideas
* contribute to a group discussion
* say that they do not understand something
* ask questions to check understanding

**Vocabulary**

* use the vocabulary items indicated in the WA2 (Units 10 and 12) and WA3(Units 3, 4, 6, 7 and 8)
* use the vocabulary items in RHOs, OLR 0.5 Texts and S 1 R&W (Units 1, 2, 3, 4 and 5)

| **Grammar/Structures:**  **Please refer to the detailed syllabus of WA 2 & 3 and S 1 R&W for the language structures the students are responsible for. Only the extra items (that need to be focused on by the instructors or/and in the handouts) are included here. All these items, as well as the ones in the detailed syllabus documents, are included in the testing syllabus.** |  |
| --- | --- |
| * use adjectives and adverbs properly **(GHO 1A)** * use **comparative adjectives** to show how two things/ideas are different **(GHO 1B)** * use **superlative adjectives** to compare one idea to other ideas **(GHO 1B)** * use **comparative adverbs** to show how two things/ideas are different **(GHO 1B)** * use **superlative adverbs** to compare one idea to other ideas **(GHO 1B)** * use **as…as** with adverbs **(GHO 1B)** | **Week 1** |
| * use the linking words **as** and **since** (because and so are given in the unit) **(WA 2 U12)** | **Week 2** |
| * use the linking word **besides** (as well as, in addition to, in addition, moreover, furthermore, not only… but also… are given in the unit) **(WA 3 U3)** * use present perfect with **in the last … years** and **until/till now** | **Week 3** |
| * produce sentences with the **stative verbs** included in **GHO 2** * use **transitive verbs** with an object and **intransitive verbs** without an object **(GHO 3)**   produce sentences in the **passive voice** (Present Simple, Present Continuous, Present Perfect, Past Simple, will, modals) **(GHO 3)**   * use the linking word **until** (as soon as, when, after and before are given in the unit) **(WA 3 U4)** | **Week 4** |
| * use **such as** and **to illustrate** (for example and for instance are given in the unit) **(WA 3 U8)** | **Week 7** |

***PLEASE MAKE SURE YOU LEARN THE PASSIVE FORMS OF ALL THE TENSES AND MODALS COVERED IN THE SPAN AS OF WEEK 4.***