

# **TURKISH LANGUAGE AND LITERATURE**

**ASSOCIATE DEGREE PROGRAM**

**TURKISH PREPARATORY PROGRAM GUIDE**

## INTRODUCTION

With the rapid developments in globalization and communication technologies, individuals today are required to communicate effectively not only in their own languages but also in various foreign languages. Foreign language learning is no longer merely a personal goal; it has become a fundamental tool that supports cultural interaction, academic success, and professional development. Accordingly, foreign language teaching programs aim not only to develop linguistic competence but also to enhance learners' cultural awareness and lifelong learning skills through dynamic and comprehensive structures.

Through its Open Education Faculty, Anadolu University has been providing higher education opportunities abroad for more than 40 years, primarily in Europe but also in over 40 different countries. During this process, the focus has not been limited to delivering academic knowledge; preserving the Turkish language and culture, transmitting them to new generations, and strengthening cultural identity have also been among the core objectives.

The Turkish Language and Culture program targets both individuals of Turkish origin and a broad range of learners who wish to learn Turkish as a foreign language. The program offers comprehensive Turkish preparatory education at the A1, A2, B1, B2, and C1 levels, aiming to systematically improve students' linguistic proficiency.

Students who complete the preparatory education continue into a two-year associate degree program, where they receive extensive instruction on the Turkish language, Turkish culture, and social life in Türkiye. In this program, learners take not only advanced language-skills courses but also courses on Turkish literature, geography, cultural values, Turkish social structure, and daily life.

Through this integrated model, the program goes beyond language instruction and enables students to gain a multifaceted and contextual understanding of Turkish culture. Thus, the aim is for students to move beyond merely learning linguistic structures and to acquire a comprehensive perspective of Turkish society, allowing them to continue their academic studies in a more informed and well-equipped manner.

The strong digital infrastructure of Anadolu University, its extensive experience in distance education, and its institutional expertise in international education ensure both the sustainability and academic quality of the program.

## GENERAL AIMS OF THE PROGRAM

The Turkish Preparatory Program has been developed in accordance with the "Common European Framework of Reference for Languages (CEFR)." Within this framework, Turkish language instruction is structured to cover the A1-A2 (Basic User), B1-B2 (Independent User), and C1 (Proficient User) levels.

The program aims to develop the communicative competence, linguistic awareness, and intercultural communication skills of individuals learning Turkish as a foreign language. Participants are expected to use Turkish effectively in situations they may encounter in daily life and to improve their core language skills (listening, speaking, reading, and writing) through an integrated approach.

Prepared according to the general aims and core principles of the CEFR, the program supports not only linguistic competence but also cultural sensitivity, clarity in communication, and social adaptation skills. In this context, it aims to gradually develop the communicative, grammatical, sociolinguistic, and intercultural competencies of learners of Turkish as a foreign language. The content of the program is structured according to the level descriptors defined by the CEFR for the A1, A2, B1, B2, and C1 stages:

### Basic User

**A1:** Can understand and use familiar everyday expressions and very basic phrases aimed at meeting concrete needs. Can introduce themselves or others and can ask and answer questions about personal details (such as where they live, people they know, and things they have). Can interact in a simple way provided the other person speaks slowly and clearly and is prepared to help.

**A2:** Can understand frequently used expressions and sentences related to areas of immediate relevance (e.g., personal and family information, shopping, work, and close surroundings). Can communicate in simple and routine tasks requiring a direct exchange of information on familiar topics. Can describe aspects of their background, environment, education, and immediate needs.

### Independent User

**B1:** Can deal with most situations likely to arise while traveling in a region where the language is spoken. Can understand the main points of clear, standard speech on familiar matters such as work, school, and leisure. Can express themselves simply but coherently on topics they know or are interested in. Can describe experiences and events, give reasons and explanations for their opinions and plans, and talk about dreams, hopes, and ambitions.

**B2:** Can understand the main ideas of texts containing both concrete and abstract topics, including discussions in their field of specialization. Can interact with native speakers with a sufficient degree of fluency and naturalness without much strain. Can express themselves clearly and in detail on a variety of subjects, present their views on

current issues, and discuss the advantages and disadvantages of different options.

### Proficient User

**C1:** Can understand a wide range of long and complex texts and can grasp implicit meanings and nuances. Can express themselves fluently, spontaneously, and precisely, choosing appropriate words and expressions without much effort. Can use the language flexibly and effectively for social, academic, and professional purposes. Can present detailed, well-structured opinions on complex subjects and connect ideas using appropriate linguistic tools.

## TURKISH PREPARATORY PROGRAM

A modular system is applied in the Turkish Preparatory Program. Each module corresponds to one language level. Students progress to the next level once they successfully complete their current one.

### Program Duration

The program is designed to be completed within one academic year. Each level consists of eight (8) weeks in total: seven (7) weeks of coursework followed by one (1) week of examinations. A newly enrolled student whose Turkish proficiency is insufficient is required to reach the necessary level within one academic year through the Turkish Preparatory Program.

### Learning Platform

The Turkish Preparatory Program is delivered through an online learning platform accessible at <https://turkish.anadolu.edu.tr/>. The platform provides rich and integrated content for all language skills, enabling students to develop their reading, listening, writing, and speaking abilities simultaneously.

Through this platform, students will have access to textbooks, live lessons, self-study materials, video lessons, interactive activities, and topic summaries. Additionally, the platform helps students develop culturally contextualized language skills by offering content that introduces various aspects of Turkish culture. This holistic structure allows learners to strengthen their language proficiency while gaining cultural depth.

Midterm and final examinations will also be administered via the same online platform, ensuring that learning, review, and assessment processes occur within a single integrated system.

### Learning Materials

Throughout the program, all levels use the **Anadolu University Turkish Textbook for International Students**. The textbook consists of seven units, each containing three sections.

To support the textbook, additional materials aligned with each unit's theme are provided. These include:

### Video Lessons

Video lessons in each unit present topics in a clear, simple, and instructive manner. Students can access these lessons anytime and follow them at their own pace. The videos include vocabulary teaching, grammar explanations, and applied examples, helping students reinforce unit learning outcomes with visual and auditory support.

### What We Learned

This section offers a review space for students to revisit the unit's topics. Concepts covered throughout the unit are re-explained through visual and audiovisual materials such as videos and infographics. Students reinforce what they have learned, revisit areas they need to review, and manage their learning more effectively.

### Now It's My Turn!

This section provides interactive exercises—such as drag-and-drop, matching, and fill-in-the-blanks—that help students practice and consolidate their learning. Through these activities, students can check their progress independently.

### About Life

This section includes dialogues from daily life, cultural situations, and real-life examples. Its purpose is to show learners how they can use the language in authentic contexts. All content is aligned with the themes of each unit.

### Culture Corner

This section presents videos about Turkish traditions, social structure, cuisine, holidays, and other cultural elements. The goal is to help learners not only acquire the language but also understand Turkish culture.

## ASSESSMENT AND EVALUATION

Each level includes a midterm exam and a Level Completion Exam (LCE) to monitor students' progress and support their learning. The final course grade consists of **30% from the midterm** and **70% from the Level Completion Exam**.

The midterm assessment is based on short quizzes and the completion status of the learning platform's content. A student's final grade determines their advancement to the next level. Students who fail a level must repeat that level.

## CERTIFICATION

Students who successfully complete the Turkish Preparatory Program at the B2 level are considered to have reached independent user proficiency. According to CEFR standards, B2 proficiency includes understanding the main ideas of complex texts, communicating fluently in social and academic settings, and expressing thoughts clearly. Students who reach this level become eligible to begin the associate degree program.

Students who wish to obtain the Anadolu Turkish Proficiency Certificate must continue to the C1 level offered on the learning platform and successfully complete it. Students who complete the C1 level may use

the Anadolu Turkish Proficiency Certificate in their academic studies and professional endeavors.

**A1 LEVEL CURRICULUM**  
**TURKISH PREPARATORY PROGRAM A1 LEVEL COURSE PROGRAM**  
**LEARNING OUTCOMES**

**1<sup>st</sup> UNIT: HELLO TÜRKİYE!**

**A. Let's Meet**

**B. Let's Learn the Alphabet**

**C. Where is This Place?**

**COMPREHENSION SKILLS**

**Reading**

1. Recognizes letters in the alphabet.
2. Recognizes words and formulaic expressions related to greeting, meeting, and saying goodbye.
3. Recognizes basic question expressions.
4. Recognizes information regarding basic question patterns.
5. Recognizes names of objects in their environment.
6. Recognizes place/venue names in their environment.

**Listening**

1. Distinguishes the sounds of letters in the alphabet.
2. Recognizes formulaic expressions belonging to situations like greeting, meeting, and saying goodbye.
3. Recognizes names of objects in their environment.
4. Distinguishes place and venue names.
5. Distinguishes basic question expressions.
6. Distinguishes short answers given to question patterns.

**PRODUCTION SKILLS**

**Writing**

1. Writes letters in the alphabet correctly.
2. Writes words and simple sentences they listen to.
3. Uses newly learned words/formulaic expressions in their writing.
4. Uses basic question expressions in their writing.

**Speaking**

1. Pronounces letters in the alphabet.
2. Says simple words and formulaic expressions given with visual elements.
3. Uses basic formulaic expressions related to greeting, meeting, and saying goodbye.

**INTERACTION SKILLS**

**Dialogue**

1. Participates in dialogues in situations like greeting, meeting, and saying goodbye.
2. Uses formulaic expressions related to the situation (thanks, wishes, congratulations, etc.) in dialogues.
3. Uses basic question expressions in dialogues.
4. Asks and talks about objects in their environment.
5. Asks and talks about places/venues in their environment.

**Written correspondence**

1. Writes short answers to simple written questions (e.g., personal information, place, school).

# LEARNING OUTCOMES

## 2<sup>nd</sup> UNIT: DAILY LIFE

A. Where is the School?

B. What is in the House?

C. How Much is It?

### COMPREHENSION SKILLS

#### Reading

1. Recognizes words and formulaic expressions used in texts related to social life areas.
2. Recognizes concepts and formulaic expressions related to weather conditions.
3. Recognizes numerical expressions.
4. Recognizes basic descriptive expressions.

#### Listening

1. Recognizes basic concepts and formulaic expressions related to weather conditions.
2. Recognizes words and formulaic expressions used in texts related to social life areas.
3. Determines basic descriptive expressions.

### PRODUCTION SKILLS

#### Writing

1. Uses basic descriptors in their dialogues.
2. Answers basic questions about themselves in dialogues.
3. Uses basic numerical expressions in their dialogues.
4. Uses words and formulaic expressions related to social life areas in their dialogues.
5. Uses measurement units/quantity expressions in their dialogues.
6. Establishes simple dialogues related to weather conditions.

#### Speaking

1. Uses basic descriptive expressions in their speeches.
2. Uses basic numerical expressions in their speeches.

### INTERACTION SKILLS

#### Dialogue

1. Uses basic descriptors in their dialogues.
2. Answers basic questions about themselves in dialogues.
3. Uses basic numerical expressions in their dialogues.
4. Uses words and formulaic expressions related to social life areas in their dialogues.
5. Uses measurement units/quantity expressions in their dialogues.
6. Establishes simple dialogues related to weather conditions.

#### Written correspondence

1. Writes words and simple sentences they listen to.
2. Fills out forms containing basic personal information.

# LEARNING OUTCOMES

## 3<sup>rd</sup> UNIT: WHAT DO YOU DO?

A. Who Are You?

B. What Are You Doing?

C. Where Are You Coming From?

### COMPREHENSION SKILLS

#### Reading

1. Determines basic personal information.
2. Recognizes date/time expressions.
3. Recognizes common job names and basic characteristics of jobs.
4. Understands simple texts supported by visuals.
5. Understands simple texts describing hobbies/interests.
6. Determines expressions regarding daily routines in texts.

#### Listening

1. Determines commonly used job names.
2. Understands speeches containing simple personal introductions.
3. Understands short speeches related to daily routines.
4. Understands simple sentences related to situations/events expressed with visuals.
5. Recognizes date/time expressions.
6. Understands simple texts/speeches related to hobbies/interests.

### PRODUCTION SKILLS

#### Writing

1. Uses date/time expressions in their writing.
2. Writes daily routines using simple sentences.
3. Introduces a job using simple sentences.
4. Expresses an event presented with visuals in writing.

#### Speaking

1. Introduces themselves/their family/someone else using simple sentences.
2. Introduces a job using simple sentences.
3. Describes places/events/situations expressed with visuals using simple sentences.
4. Uses basic expressions indicating date/time in their speeches.
5. Describes daily routines/habits using simple sentences.
6. Makes short and simple speeches related to their hobbies/interests.

### INTERACTION SKILLS

#### Dialogue

1. Establishes dialogues regarding their hobbies/interests.
2. Uses basic expressions indicating date/time in their speeches.
3. Participates in conversations about jobs and their characteristics.
4. Establishes dialogues about daily routines.

#### Written correspondence

1. Introduces themselves/their family/someone else using simple sentences.
2. Writes short texts related to their hobbies/interests.

## LEARNING OUTCOMES

### 4<sup>th</sup> UNIT: WHO AM I?

## COMPREHENSION SKILLS

### Reading

1. Distinguishes basic personal information in short and simple texts.
2. Recognizes vocabulary related to family and family members.
3. Recognizes descriptive expressions (e.g., colors, size, shape).
4. Recognizes venue and place names in their environment (e.g., school, bus stop, hospital).
5. Distinguishes specific and clearly stated information from the text.

### Listening

1. Distinguishes speeches containing simple personal introductions in general outlines.
2. Recognizes vocabulary related to family and family members.
3. Recognizes basic descriptive expressions in listening texts.
4. Recognizes venue and place names in their environment (e.g., school, bus stop, hospital).
5. Distinguishes basic messages in the text.

## PRODUCTION SKILLS

### Writing

1. Constructs sentences introducing themselves, their family, or someone else using short and simple sentences.
2. Fills out forms containing personal information regarding travel and accommodation.
3. Creates short texts describing daily objects and people.
4. Uses common words and patterns related to social life (e.g., shopping, transportation) in their writing.

### Speaking

1. Introduces themselves, their family, or someone else using short sentences.
2. Describes their immediate environment (home, school, street) with simple expressions.
3. Makes short explanations about people or objects with descriptive expressions.

## INTERACTION SKILLS

### Dialogue

1. Answers simple questions in conversations introducing themselves.
2. Asks simple questions and gives answers (e.g., What is your name?, Where are you from?).
3. Constructs sentences introducing themselves, their family, or someone else with short and simple sentences using vocabulary related to family and family members.
4. Uses basic descriptive expressions in dialogues.

### Written correspondence

1. Responds at a basic level to short written messages such as postcards, invitations, forms.

## LEARNING OUTCOMES

### 5<sup>th</sup> UNIT: TIME PASSES



## COMPREHENSION SKILLS

### Reading

1. Recognizes numerical data and expressions.
2. Selects information regarding basic question structures
3. Recognizes expressions related to hour, date, and time.
4. Distinguishes necessary information in visuals like maps, tables, charts, sketches, and timelines.
5. Understands road directions and short texts indicating direction.
6. Determines the chronological order of events according to the text.
7. Determines the main idea and topic of the text they read.
8. Distinguishes events and situations that happened in the past.
9. Understands short texts containing personal experiences.

### Listening

1. Distinguishes information corresponding to basic question patterns.
2. Recognizes expressions indicating date and time.
3. Understands short expressions regarding road, direction, and address descriptions.
4. Determines the main topic of the content they listen to.
5. Infers the chronological order of events from what they listen to.
6. Recognizes numbers and numerical data.
7. Realizes the purpose of the text they listen to.
8. Determines events and situations experienced in the past.

## PRODUCTION SKILLS

### Writing

1. Uses numbers and digits in their written expression.
2. Writes structures expressing date and time in their writing.
3. Uses basic question patterns in a written way.
4. Writes events and processes according to time order.
5. Writes short notes and messages related to daily life.
6. Explains an event in a written form guided by visuals.
7. Makes short and simple email correspondences.
8. Expresses past events in writing.
9. Creates short texts telling their own experiences.
10. Realizes the purpose they want to convey in their written expression.

### Speaking

1. Describes venues, events, or situations presented via visuals using simple sentences.
2. Conveys a process or event according to chronological order.
3. Makes speeches related to situations experienced in the past.
4. Uses basic expressions indicating date and time in their speeches.
5. Uses numerical data correctly within speech.
6. Makes short and clear descriptions regarding their own experiences.
7. Determines the purpose they want to convey while making a speech.

## INTERACTION SKILLS

### Dialogue

1. Asks simple questions and gives answers in dialogues.
2. Establishes short dialogues regarding road, direction, and address description.
3. Participates in dialogues about past events.

### Written correspondence

1. Creates short, simple email messages.

## LEARNING OUTCOMES

### 6<sup>th</sup> UNIT: SOCIAL LIFE

## COMPREHENSION SKILLS

### Reading

1. Recognizes the names of objects, places, and locations in the environment.
2. Recognizes words and fixed expressions used in texts related to social life.
3. Identifies basic personal information.
4. Recognizes basic kinship and occupation names.
5. Distinguishes basic descriptive expressions.
6. Identifies expressions related to daily routines.
7. Selects the required information from a text.
8. Identifies the main idea and topic of the text.
9. Determines the sequence of events.
10. Recognizes numerical data and expressions indicating dates and time.
11. Distinguishes necessary information in visuals such as maps, tables, sketches, and timelines.
12. Distinguishes events or situations that occurred in the past.

### Listening

1. Recognizes the names of objects, places, and locations in the environment.
2. Infers the meanings of frequently used vocabulary in daily life from context.
3. Recognizes expressions related to social life.
4. Understands common occupation names.
5. Understands short conversations related to daily routines.
6. Recognizes basic question expressions.
7. Understands the speaker's emotional state through intonation.
8. Distinguishes basic descriptive expressions.
9. Identifies the main messages of the listened text.
10. Recognizes the purpose of the listened content.
11. Recognizes expressions indicating numbers and time.
12. Determines the sequence of events from the listened content.
13. Identifies events and situations experienced in the past.

## PRODUCTION SKILLS

### Writing

1. Uses newly learned words and fixed expressions in written expression.
2. Writes daily routines using simple sentences.
3. Produces short texts introducing oneself, family members, or others.
4. Writes simple texts describing the immediate surroundings.
5. Introduces occupations using simple sentences.
6. Expresses feelings and thoughts using short sentences.
7. Writes short notes and messages related to daily life.
8. Writes brief explanations based on visuals.
9. Describes events and processes in chronological order.
10. Expresses past events in written form.
11. Recognizes the purpose of written expression.
12. Uses basic question structures in written communication.
13. Uses numerical expressions and dates correctly.
14. Conducts short and simple email correspondence.

### Speaking

1. Uses newly learned words and fixed expressions in speech.
2. Uses expressions related to social life in daily conversations.
3. Uses basic question patterns accurately.
4. Introduces oneself, family, and surroundings using basic descriptive expressions.
5. Introduces an occupation using simple sentences.
6. Describes daily routines and habits using simple sentences.
7. Shares personal feelings and thoughts using short expressions.
8. Gives basic information about a completed task or activity.
9. Recognizes the purpose of speech.

## INTERACTION SKILLS

### Dialogue

1. Uses basic communication patterns such as greeting, introducing, thanking, and saying goodbye.
2. Participates in simple dialogues related to daily life.

3. Exchanges information using basic question-answer structures.
4. Maintains interaction through brief explanations and responses.
5. Requests repetition or clarification when having trouble understanding the interlocutor.
6. Uses turn-taking, confirmation, and politeness expressions appropriately.

**Written correspondence**

1. Exchanges information through simple messages, emails, or notes.
2. Participates in short written dialogues related to daily life.
3. Provides short written responses appropriate to questions.
4. Uses basic written request or polite request expressions.
5. Uses appropriate greetings and closings in written interaction.

## COMPREHENSION SKILLS

### Reading

1. Recognizes words and fixed expressions used in texts related to social life.
2. Selects the information needed from visuals such as maps, sketches, graphics, tables, and timelines.
3. Identifies required information in texts such as posters, tickets, brochures, announcements, advertisements, and menus.
4. Understands short texts containing directions for roads, routes, and addresses.
5. Distinguishes expressions indicating location.
6. Identifies basic information about transportation and means of transportation.
7. Selects information related to personal care and health from short, simple texts.
8. Recognizes expressions containing advice or warnings.
9. Identifies comparison elements in texts.
10. Recognizes expressions that convey emotions and personal opinions in texts.
11. Understands short texts containing personal experiences.
12. Recognizes expressions containing requests for help, permission, requests, and apologies.

### Listening

1. Infers the meanings of frequently used vocabulary in daily life from context.
2. Recognizes words and fixed expressions related to social life.
3. Selects required information from audio or visual messages (announcements, notices, etc.).
4. Understands simple expressions related to directions for roads, routes, and addresses.
5. Recognizes short expressions indicating location.
6. Identifies basic information related to transportation and means of transportation.
7. Recognizes expressions containing requests for help, permission, requests, and apologies.
8. Distinguishes sentences that contain advice or warnings.
9. Identifies expressions containing comparison.
10. Infers the speaker's emotional state through intonation.
11. Identifies the main messages and purpose of the listened text.

## PRODUCTION SKILLS

### Writing

1. Uses newly learned words and fixed expressions in written expression.
2. Writes short texts related to personal care and health.
3. Writes short texts containing advice or warnings.
4. Writes feelings and thoughts in a simple manner.
5. Prepares lists related to daily needs.
6. Writes short notes for information, warnings, and reminders.
7. Creates short texts containing directions for roads, routes, and addresses.
8. Uses expressions indicating location in written communication.
9. Prepares short introductory texts such as posters, brochures, announcements, advertisements, or menus.
10. Writes information using visuals such as maps, tables, sketches, or graphs.
11. Writes short texts describing personal experiences and observations.
12. Creates short informational promotional texts.
13. Recognizes the purpose of written expression.
14. Conducts short email or message correspondence.

### Speaking

1. Uses newly learned words and fixed expressions in speech.
2. Engages in short conversations related to daily life.
3. Outlines personal experiences.
4. Expresses personal feelings and thoughts in a simple manner.
5. Explains a task or activity in a simple way.
6. Makes comparisons related to situations, people, living beings, or objects.
7. Makes short explanations related to personal care and health.
8. Expresses requests or complaints in a simple manner.
9. Recognizes the purpose of speech.

## INTERACTION SKILLS

### Dialogue

## LEARNING OUTCOMES

1. Participates in simple dialogues.
2. Uses expressions of asking for help, requests, permission, apologies, or thanks appropriately.
3. Engages in short conversations for asking directions or giving directions.
4. Exchanges information through short explanations.
5. Requests repetition or clarification when the interlocutor's expression is not understood.
6. Uses expressions for permission, confirmation, and politeness appropriately during conversations.

### Written correspondence

1. Participates in short written dialogues related to daily life.
2. Writes short messages or notes for information exchange.
3. Conducts short written correspondence for invitations, requests, or responses.
4. Writes short written responses appropriate to posters, advertisements, or announcement texts.
5. Uses appropriate greetings and closing expressions in written interaction.

# TURKISH PREPARATORY PROGRAM A2 LEVEL COURSE

## LEARNING OUTCOMES

### 1<sup>st</sup> UNIT: LET'S DO IT TOGETHER!

**A. At the Hospital**

**B. We Are at Meal**

**C. What Would You Like?**

## COMPREHENSION SKILLS

### Reading

1. Follows instructions and guidelines related to how a task or activity is performed.
2. Recognizes simple descriptive expressions.
3. Recognizes commonly used measurement units and quantity expressions in daily life.
4. Recognizes expressions containing requests for help, permission, requests, or apologies.
5. Understands texts about directions.
6. Identifies sentences containing advice or warning expressions in texts.

### Listening

1. Follows instructions and guidelines related to how a task or activity is performed.
2. Follows audio and/or visual instructions.
3. Selects the required information from audio and/or visual messages (announcements, advertisements, etc.).
4. Recognizes expressions containing requests for help, permission, requests, or apologies.
5. Distinguishes sentences expressing advice or warnings.
6. Recognizes words and fixed expressions used in texts related to social life.

## PRODUCTION SKILLS

### Writing

1. Writes texts containing advice or warning expressions.
2. Writes simple warning and guidance sentences appropriate to daily situations.
3. Writes texts containing directions.

### Speaking

1. Explains a process step by step.
2. Uses advice or warning sentences in speech.

## INTERACTION SKILLS

### Dialogue

1. Requests information or clarification on a needed topic.
2. Engages in dialogues containing information related to directions.

### Written correspondence

1. Responds appropriately to messages containing short instructions and warnings.

# LEARNING OUTCOMES

## 2<sup>nd</sup> UNIT: FOR YOUR INFORMATION

A. News

B. We Are on Holiday

C. My Sweet Home

### COMPREHENSION SKILLS

#### Reading

1. Selects information needed from texts such as posters, tickets, brochures, announcements, advertisements, menus, etc.
2. Selects information related to travel and accommodation.
3. Selects information needed from newspapers, magazines, and multimedia.
4. Understands texts/discourses related to hobbies/interests.

#### Listening

1. Selects information needed from audio/video messages (announcements, bulletins, advertisements, etc.).
2. Distinguishes information related to place, person, subject/event, and time in the news.
3. Selects information related to travel and accommodation.
4. Identifies the plot, place, time, and characters in narrative texts.

### PRODUCTION SKILLS

#### Writing

1. Rewrites a text he/she has listened to or read in his/her own words.
2. Fills out simple forms related to travel and accommodation.
3. Writes informative promotional texts.
4. Writes email messages.

#### Speaking

1. Engages in conversations related to personal care and health.
2. Expresses feelings about a topic/situation.
3. Makes comparisons about situations, people, living things, and objects.

### INTERACTION SKILLS

#### Dialogue

1. Uses expressions indicating date/time.
2. Includes comparisons in dialogues.

#### Written correspondence

1. Exchanges written information related to travel and accommodation.
2. Communicates in writing via email in everyday situations such as making appointments, thanking, etc.

# LEARNING OUTCOMES

## 3<sup>rd</sup> UNIT: THE FUTURE WILL COME FAST

A. Future Professions

B. My Profession

C. Human and Society

### COMPREHENSION SKILLS

#### Reading

1. Recognizes date/time expressions.
2. Identifies comparison elements in texts.
3. Identifies characteristics related to professions.
4. Identifies expressions of desire/need, complaints, etc., and determines the main message in texts.
5. Selects basic information related to transportation and transport vehicles.
6. Identifies expressions describing plans, designs, or dreams in a text.
7. Understands texts that include planning.

#### Listening

1. Identifies information related to professions.
2. Recognizes date/time expressions.
3. Understands conversations/texts that include comparisons.
4. Understands the main ideas of a conversation describing plans, designs, or dreams.
5. Makes predictions about the content of what they will listen to/watch.

### PRODUCTION SKILLS

#### Writing

1. Rewrites a listened-to or read text in their own words.
2. Fills in simple forms related to travel and accommodation.
3. Prepares plans related to daily life.
4. Uses comparison expressions in their writing.
5. Introduces a profession.
6. Writes texts describing plans, designs, or dreams.
7. Writes texts containing predictions or inferences about the future.

#### Speaking

1. Introduces a profession of personal interest.
2. Uses measurement units and quantity expressions in speech.
3. Makes comparisons related to situations, people, living beings, and objects.
4. Describes plans, designs, or dreams.
5. Gives presentations based on visuals such as maps, sketches, graphs, tables, and timelines.

### INTERACTION SKILLS

#### Dialogue

1. Asks and answers questions during a conversation.
2. Uses date/time expressions.
3. Uses suggestion expressions in dialogues.
4. Participates in dialogues where plans, designs, or dreams are discussed.
5. Participates in conversations about professions.

#### Written correspondence

1. Writes simple messages to request information about a profession.
2. Engages in short written exchanges that include suggestions or invitations.



# LEARNING OUTCOMES

## 4<sup>th</sup> UNIT: ONCE UPON A TIME

A. As I Heard

B. Like a Fairy Tale

C. A Word, A World

### COMPREHENSION SKILLS

#### Reading

1. Identifies information related to basic question forms.
2. Recognizes basic question expressions.
3. Recognizes simple descriptive expressions.
4. Identifies opinions/ideas in texts.

#### Listening

1. Identifies descriptive expressions.
2. Determines the topic of what is listened to/watched.
3. Identifies the plot, setting, time, and characters in narrative texts.

### PRODUCTION SKILLS

#### Writing

1. Writes descriptive texts using basic qualifiers.
2. Writes texts about past events/situations.

#### Speaking

1. Uses descriptive expressions in dialogues.
2. Describes an event they have experienced or witnessed.
3. Talks about past events/situations.

### INTERACTION SKILLS

#### Dialogue

1. Participates in conversations about past events/situations.

#### Written correspondence

1. Writes short messages or notes that include descriptive expressions.
2. Provides short written responses appropriate to others' accounts of past events.

## 5<sup>th</sup> UNIT: THE SUN RISES, THE RAIN FALLS

## LEARNING OUTCOMES

A. Hobbies

B. Please!

C. The Rhythm of Time

### COMPREHENSION SKILLS

#### Reading

1. Understands texts containing personal information.
2. Understands simple texts written on familiar/current topics.
3. Recognizes expressions that include requests for help, permission, asking favors, or apologies.
4. Identifies information related to cultural characteristics mentioned in the text.
5. Identifies expressions related to daily routines in texts.
6. Understands texts that ask for or provide personal information and opinions (e.g., interviews, surveys).
7. Identifies politeness expressions.
8. Understands texts or conversations related to hobbies and areas of interest.

#### Listening

1. Selects the necessary information from audio/visual messages (announcements, notices, advertisements, etc.).
2. Distinguishes information about place, person, topic/event, and time in news.
3. Selects requested information from audio and/or visual news.
4. Selects information related to travel and accommodation.
5. Understands simple texts/conversations containing congratulations, greetings, wishes, thanks, invitations, and condolences.
6. Recognizes expressions that include requests for help, permission, asking favors, or apologies.
7. Understands texts or conversations related to hobbies and areas of interest.

### PRODUCTION SKILLS

#### Writing

1. Writes words and sentences they hear.
2. Uses newly learned words/phrases in their writing.
3. Expresses thoughts about a topic/situation in written form.
4. Writes about their daily routines using simple sentences.

#### Speaking

1. Makes simple speeches including congratulations, greetings, wishes, thanks, invitations, or condolences.
2. Talks about their daily routines.
3. Talks about their hobbies and areas of interest.

### INTERACTION SKILLS

#### Dialogue

1. Participates in dialogues about daily routines.
2. Participates in simple conversations involving congratulations, greetings, wishes, thanks, invitations, or condolences.
3. Uses politeness expressions.
4. Expresses their requests or complaints.

#### Written correspondence

1. Writes texts describing themselves, their personal characteristics, skills, and activities.
2. Uses politeness expressions in their writing.
3. Uses expressions related to requesting help, asking for permission, asking favors, or apologizing.

# LEARNING OUTCOMES

## 6<sup>th</sup> UNIT: WHAT CAN I DO?

**A.Choosing My Department**

**B. Improving Myself**

**C. Inventions**

### COMPREHENSION SKILLS

#### Reading

1. Identifies information related to basic question forms.
2. Recognizes basic question expressions.
3. Understands simple texts written on familiar/current topics.
4. Identifies characteristics related to professions.
5. Identifies opinions/ideas presented in texts.
6. Selects the required information from a text.

#### Listening

1. Identifies information related to professions.
2. Selects requested information from audio and/or visual news.
3. Selects the needed information from a text.

### PRODUCTION SKILLS

#### Writing

1. Writes newly learned words and set phrases.
2. Uses newly learned words/set phrases in writing.
3. Expresses thoughts about a topic/situation in written form.
4. Introduces a profession.

#### Speaking

1. Orally introduces the characteristics of a profession.
2. Explains verbally how a job/profession is performed.
3. Talks about their own career goals or areas of interest.
4. Uses appropriate expressions in everyday situations involving professions.

### INTERACTION SKILLS

#### Dialogue

1. Participates in dialogues related to how something works or how something is done.
2. Participates in conversations about professions.
3. Explains their ideas/opinions about a topic with examples.

#### Written correspondence

1. Shares thoughts about a topic or profession through short messages or online correspondence.
2. Participates in short written exchanges related to the introduction of a job or profession.

# LEARNING OUTCOMES

## 7<sup>th</sup> UNIT: BUSINESS LIFE

**A. Preparing a CV**

**B. Job Hunting**

**C. Job Interview**

### COMPREHENSION SKILLS

#### Reading

1. Identifies information related to basic question forms.
2. Recognizes basic question expressions.
3. Understands simple texts written on familiar/current topics.
4. Identifies characteristics related to professions.
5. Identifies opinions/ideas in texts.
6. Selects the required information from a text.

#### Listening

1. Identifies information related to professions.
2. Selects requested information from audio and/or visual news.
3. Identifies information corresponding to basic question forms.
4. Selects the needed information from a text.

### PRODUCTION SKILLS

#### Writing

1. Writes newly learned words and set phrases.
2. Uses newly learned words/set phrases in writing.
3. Expresses thoughts about a topic/situation in written form.
4. Introduces a profession.

#### Speaking

1. Expresses opinions orally about a current topic or a professional development.
2. Explains their opinion about a situation with examples.
3. Uses appropriate words and phrases in short presentations or explanations.

### INTERACTION SKILLS

#### Dialogue

1. Participates in dialogues related to how something works or how something is done.
2. Participates in conversations about professions.
3. Explains their opinions/ideas about a topic with examples.

#### Written correspondence

1. Shares written opinions and views about a current topic or profession.
2. Expresses opinions or comments in simple online written exchanges.

# TURKISH PREPARATION PROGRAMME B1 LEVEL COURSE

## LEARNING OUTCOMES

### 1<sup>st</sup> UNIT: LIFE FROM THE PAST TO THE PRESENT

#### A. Time Travel

#### B. Childhood Memories

#### C. Nature, Culture and People

## COMPREHENSION SKILLS

### Reading

1. Understands lexical elements based on context.
2. Identifies distinguishing characteristics of people, places, or objects.
3. Identifies complex descriptive expressions.
4. Orders events and information in texts in accordance with chronological and logical flow.
5. Identifies the plot, place, time, and characters in narrative texts.
6. Identifies the required information from a text.
7. Identifies information related to cultural features mentioned in the text.
8. Identifies biographical information in what is read.
9. Identifies appropriate set phrases and their meanings in cultural contexts (traditions, celebrations, invitations, congratulations, thanks, holidays, condolences, commemorations, etc.).
10. Understands texts describing events/situations/information related to the past.
11. Understands texts on familiar and current topics.

### Listening

1. Understands texts/speeches related to needs and situations in social life.
1. Identifies descriptive expressions.
2. Identifies the subject of what is listened to / watched.
3. Understands texts narrating past events, situations, or information.
4. Identifies the basic elements in narrative texts.
5. Identifies the subject and main idea of narrative/informative texts.
6. Orders events and information in accordance with chronological and logical flow.
7. Makes inferences about what is listened to/watched.
8. Distinguishes between positive and negative opinions.
9. Identifies cultural characteristics in what is listened to/watched.
10. Selects the required information from what is listened to/watched.

## PRODUCTION SKILLS

### Writing

1. Writes biographical texts.
2. Writes descriptive texts.

### Speaking

1. Uses descriptive expressions in dialogues.
2. Explains his/her views on a topic by giving reasons.
3. Makes speeches about a cultural element/tradition or place.

## INTERACTION SKILLS

### Dialogue

1. Engages in conversations that include observations and impressions.
2. Uses commentary and evaluation expressions in conversations.

### Written correspondence

1. Writes texts containing descriptions and/or instructions.

# LEARNING OUTCOMES

## 2<sup>nd</sup> UNIT: TELL THE JOB, DESCRIBE IT BY NAME!

A. Transportation and Technology

B. Journey

C. Professions and Activities

### COMPREHENSION SKILLS

#### Reading

1. Identifies characteristics related to occupations.
1. Selects the information needed from announcements, advertisements, posters/brochures or advertising texts containing complex information.
2. Understands messages in emails or letters.
3. Selects information related to travel and accommodation.
4. Selects basic information related to transportation and means of transport.
5. Follows descriptions and instructions on how to do something.
6. Orders events and information in texts in accordance with chronological and logical flow.
7. Selects the requested information from a text.
8. Identifies information about cultural features mentioned in the text.
9. Identifies expressions containing indirect narration in texts.
10. Distinguishes sentences expressing preference/offer.
11. Identifies vocabulary related to technology.

#### Listening

1. Understands texts/speeches related to needs and situations in social life.
2. Follows descriptions and instructions related to how something is done.
3. Identifies descriptive expressions.
4. Follows complex audio and/or visual announcements and notices.
5. Follows questions and instructions directed in communication tools.
6. Orders events and information in accordance with chronological and logical flow.
7. Understands technological vocabulary in the text.
8. Identifies cultural features in what is listened to/watched.

### PRODUCTION SKILLS

#### Writing

1. Writes texts containing preferences / offers / statements.
1. Writes texts containing indirect narration.
2. Writes news texts.
3. Writes descriptive texts.
4. Uses technology-related vocabulary in his/her writing.

#### Speaking

1. Uses descriptive expressions in dialogues.
2. Creates dialogues containing advice/warnings.
3. Uses technology-related vocabulary in conversations.
4. Describes an event / situation / task in the order of occurrence and logical flow.
5. Uses technology-related vocabulary in conversations.

### INTERACTION SKILLS

#### Dialogue

1. Makes conversations regarding services received by telephone.
2. Makes announcements regarding an event.

#### Written correspondence

1. Prepares announcements, notices, posters/brochure or similar advertising texts.
2. Writes short promotional texts for informational purposes.

# LEARNING OUTCOMES

## 3<sup>rd</sup> UNIT: I NEED TO DO IT!

A. The Necessities of Daily Life

B. Travel

C. Time and Stress Management

### COMPREHENSION SKILLS

#### Reading

1. Follows instructions and directions.
2. Identifies information related to place, person, subject/event, and time in a news text.
3. Selects the required information from a text.
4. Identifies information related to cultural features mentioned in the text.
5. Distinguishes sentences expressing preference/offer.
6. Distinguishes sentences expressing advice/warning.

#### Listening

1. Understands texts/conversations related to needs and situations in social life.
2. Understands idioms and set expressions in everyday conversations based on context.
3. Follows audio and/or visual instructions.
4. Identifies the topic of what is listened to / watched.
5. Identifies the main idea and supporting ideas in what is listened to/watched.
6. Distinguishes sentences that express advice/warnings.
7. Identifies expressions of suggestion.

### PRODUCTION SKILLS

#### Writing

1. Writes texts containing expressions of preferences/offers.
2. Writes texts containing expressions of advice/warnings.

#### Speaking

1. Participates in conversations using appropriate expressions and phrases.
2. Uses expressions of suggestions in his/her dialogues.
3. Makes dialogues containing advice/warnings.

### INTERACTION SKILLS

#### Dialogue

1. Participates in conversations where plans/designs/dreams are discussed.
2. Makes conversations by using descriptive expressions.
3. Exchanges information about current event or news.

#### Written correspondence

1. Uses expressions of advice in his/her writing.
2. Writes texts explaining their views and suggestions on a subject, along with their reasons.
3. Writes texts containing advice regarding the solution of a problem.
4. Uses subjective and objective judgement sentences in his/her writing.

## LEARNING OUTCOMES

## 4<sup>th</sup> UNIT: WHAT WOULD YOU DO IF YOU WERE IN MY PLACE?

A. I wish!

B. What is Your Purpose?

C. Preferences

### COMPREHENSION SKILLS

#### Reading

1. Interprets figurative and/or idiomatic expressions based on context.
2. Makes inferences based on what is read.
3. Identifies expressions of justifications.
4. Identifies expressions of request/need, complaint, etc. and the main message in texts.
5. Distinguishes expressions of comment and review.
6. Makes textual and/or inter-textual comparisons.
7. Identifies expressions of request/need, complaint, etc. and the main message in texts.

#### Listening

1. Distinguishes the speaker's emotional states.
2. Distinguishes expressions containing opinions, criticism, comments, and reviews.
3. Makes inferences about what is listened to/watched.
4. Understand texts / conversations related to needs and situation in social life.
5. Identifies descriptive statements.
6. Recognizes expressions indicating reason, purpose, cause.
7. Recognizes basic elements of body language in Turkish culture and accompanying expression patterns.

### PRODUCTION SKILLS

#### Writing

1. Writes comparative texts.
2. Uses technology-related vocabulary in his/her writing.
3. Writes texts explaining his/her opinions and suggestions on a subject with reasons.
4. Writes texts containing situations/complaints/requests related to daily life.
5. Writes his/her feelings and thoughts with reasons.
6. Uses subjective and objective judgement sentences in his/her writing.

#### Speaking

1. Makes conversations containing observations and impressions.
2. Give examples about his/her feelings or thoughts/opinions on a subject.
3. Explains personal views on a subject by justifying them.
4. Makes conversations containing comparisons.

### INTERACTION SKILLS

#### Dialogue

1. Makes conversations containing observations and impressions.
2. Tells about an event that is experienced or witnessed.
1. Expresses his/her feelings and opinions related to the past or future (person, situation, event, etc.).
2. Expresses his/her requests or complaints.

#### Written correspondence

1. Writes texts containing statements of preference/offer.

## LEARNING OUTCOMES



## 5<sup>th</sup> UNIT: I WISH IT WOULD SO BE!

**A. Shall dreams someday  
come true?**

**B. Whatever happened  
happened**

**C. Everything waits for their turn**

### COMPREHENSION SKILLS

#### Reading

1. Understands lexical elements based on context.
2. Identifies distinguishing characteristics of people, places, or objects.
3. Makes textual and/or inter-textual comparisons.
4. Identifies the messages conveyed in a text supported by visuals.
5. Selects the requested information from a text.
6. Understands texts describing plans, designs, or dream.
7. Identifies the main and supporting ideas in texts related to one's interests or areas of expertise.
8. Makes inferences based on what is read.
9. Recognizes the effects of basic cohesion elements on meaning.
10. Understands texts describing events/situations/information related to past.

#### Listening

1. Understands lexical elements based on context.
2. Selects the required information from audio and/or visual news sources.
3. Identifies the main idea and supporting ideas in what is listened to or watched.
4. Understands texts narrating past events, situations, or information.
5. Understands a text expressing plans, designs, or dreams.
6. Makes inferences from what is listened to or watched.
7. Identifies the keywords in texts.
8. Recognizes the effects of basic cohesion elements on meaning.
9. Selects the requested information from what is listened to or watched.

### PRODUCTION SKILLS

#### Writing

1. Writes texts by creating a draft.
2. Writes texts describing past events, situations, or information.
3. Writes texts that include comments and evaluations.
4. Writes texts about personal circumstances, educational progress, or profession.
5. Writes texts expressing plans/designs/dreams.
6. Writes feelings and thoughts with supporting reasons.
7. Writes texts in cohesion considered.

#### Speaking

Expresses feelings and thoughts about (people, situations, events, etc.) in the past.  
Illustrates feelings, thoughts, or opinions on a given topic with examples.  
Gives speeches evaluating a topic that assess both its positive and negative aspects.  
Expresses requests or complaints.  
Organizes speeches around a clear topic and main idea.

### INTERACTION SKILLS

#### Dialogue

1. Uses recently-learned words/phrases in speaking.
2. Gives a presentation on a topic of interest employing visuals.

#### Written correspondence

1. Uses recently-learned words and phrases in writing.
2. Writes texts containing everyday situations/complaints/requests.

## LEARNING OUTCOMES

### 6<sup>th</sup> UNIT: THAT WOULD BE NICE!

## COMPREHENSION SKILLS

### Reading

1. Understands lexical elements based on context.
2. Understands basic terms and jargon specific to a field of expertise.
3. Identifies distinguishing characteristics of people, places, or objects.
4. Distinguishes statements that include comments and evaluation.
5. Understands texts related to educational or professional life.
6. Identifies the topic and main idea of a narrative text.
7. Selects the required information from newspapers, magazines, and multimedia sources.
8. Selects the requested information from a text.
9. Identifies the main and supporting ideas in texts related to one's interests or field of expertise.
10. Identifies the keywords in a text.
11. Understands texts describing events/situations/information related to past.
12. Identifies the key ideas in texts involving discussion/argumentation.
13. Makes inferences based on what is read.
14. Identifies biographical information in what is read.

### Listening

1. Identifies the main idea and supporting ideas in what is listened to/watched.
2. Follows a scientific presentation related to personal interests or needs.
3. Understands texts describing events/situations/information related to past.
4. Identifies the topic and main idea of narrative/informative texts.
5. Identifies the speaker's emotional states.
6. Identifies statements that include comments and evaluation.
7. Compares what is listened to/watched in terms of content.
8. Understands vocabulary related to technology in a text.
9. Makes inferences from what is listened to/watched.
10. Distinguishes opinions/criticisms, or comments.
11. Recognizes the effects of basic cohesion elements on meaning.
12. Identifies repetitive expressions.
13. Selects the requested information from what is listened to/watched.
14. Identifies expressions used to correct misunderstandings or mistakes.

## PRODUCTION SKILLS

### Writing

1. Writes texts related to personal care and health.
2. Writes texts by creating a draft.
3. Writes comparative texts.
4. Writes texts describing past events, situations, or information.
5. Writes narrative texts.
6. Writes texts that follow a logical and chronological sequence.
7. Writes texts about personal circumstances, educational experiences, or professional activities.
8. Writes feelings and thoughts with supporting reasons.
9. Rewrites given sentence patterns or expressions.

### Speaking

1. Uses newly learned words and phrases in speaking.
2. Gives speeches that include observations.
3. Describes an event/situation/task in a chronological and logical order.
4. Narrates an experience they have experienced or witnessed.
5. Gives speeches evaluating a topic via its positive and negative aspects.
6. Uses expressions of reasoning while speaking.
7. Explains opinions on a topic with reasoning.
8. Speaks about personal circumstances/education/profession.
9. Expresses plans/designs/dreams.
10. Gives unprepared speeches.
11. Organizes speeches around a clear topic and main idea.
12. Uses proper expressions during phases of speaking (beginning, continuing, and ending).

## INTERACTION SKILLS

### **Dialogue**

1. Asks and answers questions during conversation.
2. Participates in conversations related to needs and conditions in social environments.
3. Uses proper expressions (of encouragement, approval, appreciation, objection, etc.) to continue a conversation.
4. Participates in dialogues where plans/designs/dreams are discussed.
5. Participates in dialogues about how something works/gets done.
6. Expresses emotions in dialogues and responds appropriately to the emotions expressed by others.
7. Uses expressions of interpretation and evaluation while speaking.

### **Written correspondence**

1. Writes texts presenting opinions and suggestions on a topic with reasoning.
2. Writes texts containing comments and evaluation.
3. Writes texts containing observations and impressions.

## **LEARNING OUTCOMES**

### **7<sup>th</sup> UNIT: CIVILIZATION & ARCHITECTURE**

## COMPREHENSION SKILLS

### Reading

1. Recognizes words and phrases used in social environments.
2. Understands basic terms and jargon related to a field of expertise.
3. Understands the meaning of figurative and/or fixed expressions in context.
4. Identifies complex descriptive expressions.
5. Identifies the messages in a text with visuals.
6. Identifies expressions that include observations and impressions.
7. Identifies the main and supporting ideas in texts related to personal interests or areas of expertise.
8. Identifies the keywords in a text.
9. Uses reference sources to comprehend what is read.
10. Understands texts describing past events/situations/information.
11. Understands texts on familiar and current topics.

### Listening

1. Understands texts/conversations related to needs and situations in social environments.
2. Recognizes figurative expressions.
3. Infers the meaning of new lexicon in context.
4. Identifies descriptive expressions.
5. Understands texts describing past events/situations/information.
6. Identifies expressions containing observations and impressions.
7. Makes contextual comparisons what is listened to/watched.
8. Puts events and information in chronological and logical order.
9. Makes inferences from what is listened to/watched.
10. Identifies the keywords in texts.
11. Identifies cultural elements in what is listened to/watched.
12. Selects the requested.

## PRODUCTION SKILLS

### Writing

1. Writes comparative texts.
2. Writes descriptive texts.
3. Writes texts describing past events/situations/information.
4. Writes travel notes with observations and impressions.
5. Writes texts in a logical and chronological order.
6. Writes texts expressing plans/designs/dreams.
7. Uses figurative expressions in context while writing.
8. Writes texts based on given keywords.
9. Writes texts with cohesion elements in mind.
10. Writes texts with lexicon of the same conceptual field.

### Speaking

1. Describes an event/situation/task in chronological and logical order.
2. Gives speeches about a cultural element/tradition, or place.
3. Speaks about cultural similarities and differences.
4. Narrates past events/situations/information.
5. Evaluates their own or others' speeches in terms of content, expression, presentation, and body language.
6. Organizes speeches around a topic and main idea.
7. Uses proper expressions during phases of speaking (beginning, continuing, and ending).
8. Identifies the purpose of the speech.

## INTERACTION SKILLS

### Dialogue

1. Uses descriptive expressions in dialogues.
2. Participates in conversations related to needs and situations in social environment.
3. Participates in conversations about a cultural element/tradition, or place.
4. Participates in dialogues about past events/situations using expressions of wishes and regrets.
5. Makes dialogues about fictional (imagined or hypothetical) events and situations.
6. Pronounces recently-learned words and phrases correctly.
7. Includes enriching elements (anecdotes, humorous stories) while speaking.

8. Makes speeches using descriptive expressions.
9. Gives a presentation on a topic of interest supported by visuals.
10. Expresses feelings and thoughts about (people/situations/events in) past or future.
11. Paraphrases a written or spoken text.

**Written correspondence**

1. Uses recently-learned words and phrases while writing.
2. Writes short informative introductory texts.
3. Describes visuals depicting an event or situation.
4. Identifies the purpose of writing.
5. Uses methods of developing ideas while writing.