

YALOVA UNIVERSITY - SCHOOL OF FOREIGN LANGUAGES
2025-2026 ACADEMIC YEAR –B1 LEVEL READING & WRITING COURSE SYLLABUS

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| WEEK & DATE | WEEK 1 | 24.11.2025-28.11.2025 |
| MATERIALS | Reading & Writing: <i>Unlock 3 Reading, Writing & Critical Thinking (Unit 1)</i> | |
| | CEFR DESCRIPTORS | FOCUSED OBJECTIVES Main Course: <i>By the end of this week, students will be able to:</i> |
| READING | <ul style="list-style-type: none"> ❖ can read straightforward factual texts on subjects related to their field and interest with a satisfactory level of comprehension. (Overall Reading Comprehension, CEFR: 102) ❖ can identify the main conclusions in clearly signalled argumentative texts. (Reading for Information and Argument, CEFR: 156) ❖ can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading. (Reading for Information and Argument, CEFR: 159) | <ul style="list-style-type: none"> ❖ identify the main idea in a short factual text. ❖ identify the key details in a short factual text. ❖ predict the content of a text using visuals, headings, etc. ❖ understand key vocabulary in the text. ❖ work out the meaning of unfamiliar words from context. ❖ understand and interpret facts and figures in a text (e.g., numbers, percentages, dates, comparisons). |
| WRITING | <ul style="list-style-type: none"> ❖ write short, simple essays on topics of interest. (Reports & Essays, CEFR: 361) ❖ write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. (Overall Written Production, CEFR: 320) | <ul style="list-style-type: none"> ❖ write topic sentences. ❖ complete a comparison-and-contrast essay. |
| GRAMMAR / STRUCTURE | <ul style="list-style-type: none"> ❖ communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174) ❖ uses reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. (CEFR: 1175) | <ul style="list-style-type: none"> ❖ use a range of tenses and structure, and adapt language they have learnt previously. Units / Focus Areas: <ul style="list-style-type: none"> ❖ comparative adjectives |
| VOCABULARY | <ul style="list-style-type: none"> ❖ have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events. (CEFR: 1163) | <ul style="list-style-type: none"> ❖ use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species). Units / Focus Areas: <ul style="list-style-type: none"> ❖ academic verbs |
| OPTIONAL | ❖ Reading 2: Discussion (Part 8) p.24 | |
| ASSIGNMENTS | <ul style="list-style-type: none"> ❖ Reading 1: Preparing to Read (Part 1) p. 18 ❖ Reading 1: Writing (Part 8) p.21 ❖ Language Development: Academic Verbs (Parts 1 and 2) p. 24 | |
| EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS: | | N / A |

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| WEEK & DATE | WEEK 2 | 01.12.2025-05.12.2025 |
| MATERIALS | Reading & Writing: <i>Unlock 3 Reading, Writing & Critical Thinking (Unit 2)</i> | |
| | CEFR DESCRIPTORS | FOCUSED OBJECTIVES Main Course: <i>By the end of this week, students will be able to:</i> |
| READING | <ul style="list-style-type: none"> ❖ can read straightforward factual texts on subjects related to their field and interest with a satisfactory level of comprehension. (Overall Reading Comprehension, CEFR: 102) ❖ can identify the main conclusions in clearly signalled argumentative texts. (Reading for Information and Argument, CEFR: 156) ❖ can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading. (Reading for Information and Argument, CEFR: 159) | <ul style="list-style-type: none"> ❖ identify the main idea in a short factual text. ❖ identify the key details in a short factual text. ❖ understand key vocabulary in the text. ❖ work out the meaning of unfamiliar words from context. ❖ predict the content of a text using visuals, headings, etc. ❖ identify the purpose and audience of a text (e.g., to inform, persuade; general vs academic audience). ❖ scan a text to find specific information quickly. ❖ make simple inferences from the text (implied meaning). ❖ summarize key points and synthesize ideas across paragraphs. |
| WRITING | <ul style="list-style-type: none"> ❖ write short, simple essays on topics of interest. (Reports & Essays, CEFR: 361) ❖ write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. (Overall Written Production, CEFR: 320) | <ul style="list-style-type: none"> ❖ understand the paragraph unity. ❖ writing supporting sentences and details. ❖ give examples to support their ideas in writing. ❖ complete a cause-and-effect essay. |
| GRAMMAR / STRUCTURE | <ul style="list-style-type: none"> ❖ communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174) ❖ uses reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. (CEFR: 1175) | <ul style="list-style-type: none"> ❖ use a range of tenses and structure, and adapt language they have learnt previously. Units / Focus Areas: <ul style="list-style-type: none"> ❖ signals of cause and effect ❖ <i>because</i> and <i>because of</i> |
| VOCABULARY | <ul style="list-style-type: none"> ❖ have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events. (CEFR: 1163) | <ul style="list-style-type: none"> ❖ use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species). Units / Focus Areas: <ul style="list-style-type: none"> ❖ environment collocations |
| OPTIONAL | ❖ Watch and Listen: Discussion (Part 5) p.39 | |
| ASSIGNMENTS | <ul style="list-style-type: none"> ❖ Reading 1: Preparing to Read (Part 1) p.40 ❖ Reading 1: Writing (Part 9) p.43 ❖ Reading 2: Preparing to Read (Part 2) p.44 ❖ Language Development: Academic Vocabulary (Part 1) p.47 ❖ Language Development: Environment Collocations (Part 2 and 3) p.48 | |
| EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS: | | N / A |

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| WEEK & DATE | WEEK 3 | 08.12.2025-12.12.2025 |
| MATERIALS | Reading & Writing: <i>Unlock 3 Reading, Writing & Critical Thinking (Unit 3)</i> | |
| | CEFR DESCRIPTORS | FOCUSED OBJECTIVES |
| | | Main Course: <i>By the end of this week, students will be able to:</i> |
| READING | <ul style="list-style-type: none"> ❖ can read straightforward factual texts on subjects related to their field and interest with a satisfactory level of comprehension. (Overall Reading Comprehension, CEFR: 102) ❖ can identify the main conclusions in clearly signalled argumentative texts. (Reading for Information and Argument, CEFR: 156) ❖ can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading. (Reading for Information and Argument, CEFR: 159) | <ul style="list-style-type: none"> ❖ predict the content of a text using visuals, headings, etc. ❖ identify the main idea in a short factual text. ❖ identify the key details in a short factual text. ❖ understand key vocabulary in the text. ❖ work out the meaning of unfamiliar words from context. ❖ make simple inferences about the writer's point based on evidence in the text. |
| WRITING | <ul style="list-style-type: none"> ❖ write short, simple essays on topics of interest. (Reports & Essays, CEFR: 361) ❖ write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. (Overall Written Production, CEFR: 320) | <ul style="list-style-type: none"> ❖ write concluding sentences. ❖ complete a problem-solution essay. |
| GRAMMAR / STRUCTURE | <ul style="list-style-type: none"> ❖ communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174) ❖ uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR: 1175) | <ul style="list-style-type: none"> ❖ use a range of tenses and structure, and adapt language they have learnt previously. Units / Focus Areas: <ul style="list-style-type: none"> ❖ making suggestions ❖ first conditional ❖ <i>If not</i> and <i>unless</i> |
| VOCABULARY | <ul style="list-style-type: none"> ❖ have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events. (CEFR: 1163) | <ul style="list-style-type: none"> ❖ use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species). Units / Focus Areas: <ul style="list-style-type: none"> ❖ synonyms for verbs |
| OPTIONAL | ❖ N / A | |
| ASSIGNMENTS | <ul style="list-style-type: none"> ❖ Reading 1: Preparing to Read (Part 2) p.63 ❖ Reading 1: Writing (Part 7) p.65 ❖ Reading 2: Preparing to Read (Part 1) p.66 ❖ Language Development: Transport Collocations (Part 1, 2 and 3) p.69 ❖ Language Development: Synonyms for Verbs (Part 4) p.70 | |
| EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS: | | Writing Task-1 (In-class) |

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| WEEK & DATE | WEEK 4 | 15.12.2025-19.12.2025 |
| MATERIALS | Reading & Writing: <i>Unlock 3 Reading, Writing & Critical Thinking (Unit 4)</i> | |
| | CEFR DESCRIPTORS | FOCUSED OBJECTIVES Main Course: <i>By the end of this week, students will be able to:</i> |
| READING | <ul style="list-style-type: none"> ❖ can read straightforward factual texts on subjects related to their field and interest with a satisfactory level of comprehension. (Overall Reading Comprehension, CEFR: 102) ❖ can identify the main conclusions in clearly signalled argumentative texts. (Reading for Information and Argument, CEFR: 156) ❖ can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading. (Reading for Information and Argument, CEFR: 159) | <ul style="list-style-type: none"> ❖ predict the content of a text using visuals, headings, etc. ❖ identify the main idea in a short factual text. ❖ identify the key details in a short factual text. ❖ understand key vocabulary in the text. ❖ work out the meaning of unfamiliar words from context. ❖ make simple inferences about the writer's point based on evidence in the text. ❖ annotate a text while reading (underline key ideas, label examples, note unknown words). |
| WRITING | <ul style="list-style-type: none"> ❖ write short, simple essays on topics of interest. (Reports & Essays, CEFR: 361) ❖ write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. (Overall Written Production, CEFR: 320) | <ul style="list-style-type: none"> ❖ write a summary and a personal response paragraph. |
| GRAMMAR / STRUCTURE | <ul style="list-style-type: none"> ❖ communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174) ❖ uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR: 1175) | <ul style="list-style-type: none"> ❖ use a range of tenses and structure, and adapt language they have learnt previously. Units / Focus Areas: <ul style="list-style-type: none"> ❖ adverbs of frequency to avoid absolute statements. |
| VOCABULARY | <ul style="list-style-type: none"> ❖ have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events. (CEFR: 1163) | <ul style="list-style-type: none"> ❖ use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species). Units / Focus Areas: <ul style="list-style-type: none"> ❖ synonyms to avoid repetition |
| OPTIONAL | <ul style="list-style-type: none"> ❖ Reading 2: Discussion (Part 8) p.90 | |
| ASSIGNMENTS | <ul style="list-style-type: none"> ❖ Reading 1: Preparing to Read (Part 1) p.84 ❖ Reading 1: Writing (Part 9) p.88 ❖ Reading 2: Preparing to Read (Part 1) p.88 ❖ Language Development: Synonyms to Avoid Repetition (Part 4) p.93 | |
| EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS: | | N / A |

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| WEEK & DATE | WEEK 5 | 22.12.2025-26.12.2025 |
| MATERIALS | Reading & Writing: <i>Unlock 3 Reading, Writing & Critical Thinking (Unit 5)</i> | |
| | CEFR DESCRIPTORS | FOCUSED OBJECTIVES |
| | | Main Course: <i>By the end of this week, students will be able to:</i> |
| READING | <ul style="list-style-type: none"> ❖ can read straightforward factual texts on subjects related to their field and interest with a satisfactory level of comprehension. (Overall Reading Comprehension, CEFR: 102) ❖ can identify the main conclusions in clearly signalled argumentative texts. (Reading for Information and Argument, CEFR: 156) ❖ can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading. (Reading for Information and Argument, CEFR: 159) | <ul style="list-style-type: none"> ❖ predict the content of a text using visuals, headings, etc. ❖ identify the main idea in a short factual text. ❖ identify the key details in a short factual text. ❖ understand key vocabulary in the text. ❖ skim a text quickly to get the general idea. ❖ make simple inferences about the writer's point based on evidence in the text. ❖ take notes while reading by recording key ideas and supporting details. |
| WRITING | <ul style="list-style-type: none"> ❖ write short, simple essays on topics of interest. (Reports & Essays, CEFR: 361) ❖ write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. (Overall Written Production, CEFR: 320) | <ul style="list-style-type: none"> ❖ structure an essay (introduction, body and concluding paragraphs). ❖ write a balanced opinion essay. |
| GRAMMAR / STRUCTURE | <ul style="list-style-type: none"> ❖ communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174) ❖ uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR: 1175) | <ul style="list-style-type: none"> ❖ use a range of tenses and structure, and adapt language they have learnt previously. Units / Focus Areas: <ul style="list-style-type: none"> ❖ verb and noun forms ❖ stating opinions (<i>In my opinion, In my view</i>, etc.) ❖ stating a purpose ❖ linking contrasting sentences |
| VOCABULARY | <ul style="list-style-type: none"> ❖ have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events. (CEFR: 1163) | <ul style="list-style-type: none"> ❖ use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species). Units / Focus Areas: <ul style="list-style-type: none"> ❖ health and fitness collocations |
| OPTIONAL | ❖ N / A | |
| ASSIGNMENTS | <ul style="list-style-type: none"> ❖ Reading 1: Preparing to Read (Part 1 and 2) p.106 ❖ Reading 1: Writing (Part 8) p.109 ❖ Language Development: Verb and Noun Forms (Part 1) p.113 | |
| EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS: | | Mid-Exam will be conducted on 25th December 2025. |

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| WEEK & DATE | WEEK 6 | 29.12.2025-02.01.2026 |
| MATERIALS | Reading & Writing: <i>Unlock 3 Reading, Writing & Critical Thinking (Unit 6)</i> | |
| | CEFR DESCRIPTORS | FOCUSED OBJECTIVES Main Course: <i>By the end of this week, students will be able to:</i> |
| READING | <ul style="list-style-type: none"> ❖ can read straightforward factual texts on subjects related to their field and interest with a satisfactory level of comprehension. (Overall Reading Comprehension, CEFR: 102) ❖ can identify the main conclusions in clearly signalled argumentative texts. (Reading for Information and Argument, CEFR: 156) ❖ can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading. (Reading for Information and Argument, CEFR: 159) | <ul style="list-style-type: none"> ❖ predict the content of a text using visuals, headings, etc. ❖ identify the main idea in a short factual text. ❖ identify the key details in a short factual text. ❖ understand key vocabulary in the text. ❖ scan a text to find specific information quickly. ❖ make simple inferences about the writer's point based on evidence in the text. |
| WRITING | <ul style="list-style-type: none"> ❖ write short, simple essays on topics of interest. (Reports & Essays, CEFR: 361) ❖ write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. (Overall Written Production, CEFR: 320) | <ul style="list-style-type: none"> ❖ write an introductory paragraph (hook, background information, thesis statement) ❖ complete an explanatory essay. |
| GRAMMAR / STRUCTURE | <ul style="list-style-type: none"> ❖ communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174) ❖ uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR: 1175) | <ul style="list-style-type: none"> ❖ use a range of tenses and structure, and adapt language they have learnt previously. Units / Focus Areas: <ul style="list-style-type: none"> ❖ making predictions with modals and adverbs of certainty ❖ relative clauses ❖ nouns with dependent prepositions: advantages and disadvantages |
| VOCABULARY | <ul style="list-style-type: none"> ❖ have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events. (CEFR: 1163) | <ul style="list-style-type: none"> ❖ use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species). Units / Focus Areas: <ul style="list-style-type: none"> ❖ prefixes |
| OPTIONAL | <ul style="list-style-type: none"> ❖ Reading 1: Discussion (Part 7) p.131 ❖ Reading 2+Language Development (p.132-133-134-135-136) (ASYNCHRONOUS) ❖ Grammar For Writing (p. 139, 140, 141) (ASYNCHRONOUS) ❖ Critical Thinking+Academic Writing Skills+Writing Task (p. 137,138,142,143,144) (ASYNCHRONOUS) | |
| ASSIGNMENTS | <ul style="list-style-type: none"> ❖ Reading 1: Preparing to Read (Part 1) p.128 ❖ Reading 1: Writing (Part 8) p.131 ❖ Reading 2: Preparing to Read (Part 1) p.132 | |
| EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS: | | 1st January – New Year's Day – Public Holiday Writing Task-2 (In-class) |

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| WEEK & DATE | WEEK 7 | 05.01.2026-09.01.2026 |
| MATERIALS | Reading & Writing: <i>Unlock 3 Reading, Writing & Critical Thinking (Unit 7)</i> | |
| | CEFR DESCRIPTORS | FOCUSED OBJECTIVES Main Course: <i>By the end of this week, students will be able to:</i> |
| READING | <ul style="list-style-type: none"> ❖ can read straightforward factual texts on subjects related to their field and interest with a satisfactory level of comprehension. (Overall Reading Comprehension, CEFR: 102) ❖ can identify the main conclusions in clearly signalled argumentative texts. (Reading for Information and Argument, CEFR: 156) ❖ can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading. (Reading for Information and Argument, CEFR: 159) | <ul style="list-style-type: none"> ❖ predict the content of a text using visuals, headings, etc. ❖ identify the main idea in a short factual text. ❖ identify the key details in a short factual text. ❖ understand key vocabulary in the text. ❖ make simple inferences about the writer's point based on evidence in the text. ❖ scan a text to find specific information quickly. ❖ distinguish facts from opinions in a text. |
| WRITING | <ul style="list-style-type: none"> ❖ write short, simple essays on topics of interest. (Reports & Essays, CEFR: 361) ❖ write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. (Overall Written Production, CEFR: 320) | <ul style="list-style-type: none"> ❖ use body paragraphs in argument / counter-argument essays ❖ use counter-arguments ❖ use cohesion ❖ write an argument / counter argument essay. ❖ complete a comparison-and-contrast essay. |
| GRAMMAR / STRUCTURE | <ul style="list-style-type: none"> ❖ communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174) ❖ uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR: 1175) | <ul style="list-style-type: none"> ❖ use a range of tenses and structure, and adapt language they have learnt previously. Units / Focus Areas: <ul style="list-style-type: none"> ❖ multi-word prepositions to combine information |
| VOCABULARY | <ul style="list-style-type: none"> ❖ have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events. (CEFR: 1163) | <ul style="list-style-type: none"> ❖ use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species). Units / Focus Areas: <ul style="list-style-type: none"> ❖ vocabulary for the fashion business |
| OPTIONAL | <ul style="list-style-type: none"> ❖ Watch and Listen: Discussion (Part 6) p.149 | |
| ASSIGNMENTS | <ul style="list-style-type: none"> ❖ Reading 1: Preparing to Read (Part 1 and 2) p.150 ❖ Reading 1: Writing (Part 7) p.153 ❖ Language Development: Vocabulary for the Fashion Business (Part 1) p.158 | |
| EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS: | | Progress Test |

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| WEEK & DATE | WEEK 8 | 12.01.2026-16.01.2026 |
| MATERIALS | Reading & Writing: <i>Unlock 3 Reading, Writing & Critical Thinking (Unit 8)</i> | |
| | CEFR DESCRIPTORS | FOCUSED OBJECTIVES Main Course: <i>By the end of this week, students will be able to:</i> |
| READING | <ul style="list-style-type: none"> ❖ can read straightforward factual texts on subjects related to their field and interest with a satisfactory level of comprehension. (Overall Reading Comprehension, CEFR: 102) ❖ can identify the main conclusions in clearly signalled argumentative texts. (Reading for Information and Argument, CEFR: 156) ❖ can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading. (Reading for Information and Argument, CEFR: 159) | <ul style="list-style-type: none"> ❖ predict the content of a text using visuals, headings, etc. ❖ identify the main idea in a short factual text. ❖ identify the key details in a short factual text. ❖ understand key vocabulary in the text. ❖ skim a text quickly to identify the topic, main idea, and overall organization ❖ annotate a text while reading (underline key ideas, label examples, note unknown words). ❖ make simple inferences about the writer's point based on evidence in the text. |
| WRITING | <ul style="list-style-type: none"> ❖ write short, simple essays on topics of interest. (Reports & Essays, CEFR: 361) ❖ write straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. (Overall Written Production, CEFR: 320) | <ul style="list-style-type: none"> ❖ write a description of a graph that shows change. ❖ write a concluding paragraph. ❖ write an analysis essay. |
| GRAMMAR / STRUCTURE | <ul style="list-style-type: none"> ❖ communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174) ❖ uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR: 1175) | <ul style="list-style-type: none"> ❖ use a range of tenses and structure, and adapt language they have learnt previously. Units / Focus Areas: <ul style="list-style-type: none"> ❖ describing graphs using nouns and verb phrases ❖ prepositions and conjunctions to add data ❖ using approximations |
| VOCABULARY | <ul style="list-style-type: none"> ❖ have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events. (CEFR: 1163) | <ul style="list-style-type: none"> ❖ use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species). Units / Focus Areas: <ul style="list-style-type: none"> ❖ vocabulary for economics and economic trends |
| OPTIONAL | ❖ N / A | |
| ASSIGNMENTS | <ul style="list-style-type: none"> ❖ Reading 1: Preparing to Read (Part 1) p.172 ❖ Reading 1: Writing (Part 8) p.175 ❖ Reading 2: Preparing to Read (Part 1) p.175 ❖ Language Development: Nouns and Adjectives for Economics (Part 1 and 2) p.178-179 ❖ Language Development: Nouns for Economic Trends (Part 3) p.179 | |
| EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS: | | Writing Task-3 (In-class) |

YALOVA UNIVERSITY - SCHOOL OF FOREIGN LANGUAGES
2025-2026 ACADEMIC YEAR –B1 LEVEL LISTENING & SPEAKING COURSE SYLLABUS

| WEEK & DATE | WEEK 1 | 24.11.2025-28.11.2025 |
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| MATERIALS | Listening & Speaking: <i>Unlock 3 Listening, Speaking & Critical Thinking (Unit 1)</i> | |
| | CEFR DESCRIPTORS | FOCUSED OBJECTIVES |
| | | Main Course: <i>By the end of this week, students will be able to:</i> |
| LISTENING | <ul style="list-style-type: none"> ❖ understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (Overall Listening Comprehension, CEFR: 8) ❖ understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74) | <ul style="list-style-type: none"> ❖ predict the content of a video using visual cues (e.g. <i>title, images</i>). ❖ understand the main ideas and specific details in clear, standard audio or video recordings on familiar topics. ❖ take simple notes on key details while listening to short video or audio recordings. ❖ understand key vocabulary in listening texts, using context to guess the meaning when necessary. ❖ recognize contrasting ideas and signals (e.g., <i>but, however, although, on the other hand</i>). ❖ recognize signposting language to follow the speaker's organization (e.g., <i>first, next, finally, to sum up</i>). ❖ recognize the intonation pattern used in lists while listening |
| SPEAKING | <ul style="list-style-type: none"> ❖ give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. (Addressing audiences, CEFR: 308) ❖ can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268) ❖ can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471) ❖ can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469) | <ul style="list-style-type: none"> ❖ use signposting language to organize a short talk (e.g., <i>First..., Next..., Finally..., To sum up...</i>). ❖ introduce examples to support their ideas (e.g., <i>For example..., For instance..., Such as...</i>). ❖ express general beliefs and opinions politely (e.g., <i>I think..., I believe..., In general..., Most people believe...</i>). ❖ give a two-minute presentation about the human threats to an endangered species. |
| GRAMMAR / STRUCTURE | <ul style="list-style-type: none"> ❖ communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174) ❖ uses reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. (CEFR: 1175) | <ul style="list-style-type: none"> ❖ use a range of tenses and structure, and adapt language they have learnt previously. <p>Units / Focus Areas:</p> <ul style="list-style-type: none"> ❖ Modals for obligation, prohibition and advice |

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| VOCABULARY | ❖ have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events. (CEFR: 1163) | ❖ use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species). Units / Focus Areas: ❖ word families |
| OPTIONAL | ❖ N / A | |
| ASSIGNMENTS | ❖ Listening 1: Preparing to Listen (Part 1) p.18 ❖ Listening 1: Discussion (Part 1) p.21 ❖ Language Development: Word Families (Part 1, 2 and 3) p.22-23 | |
| EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS: | | N / A |

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| WEEK & DATE | WEEK 2 | 01.12.2025-05.12.2025 |
| MATERIALS | Listening & Speaking: Unlock 3 Listening, Speaking & Critical Thinking (Unit 2) | |
| | CEFR DESCRIPTORS | FOCUSED OBJECTIVES Main Course: By the end of this week, students will be able to: |
| LISTENING | <ul style="list-style-type: none"> ❖ understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (Overall Listening Comprehension, CEFR: 8) ❖ understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74) | <ul style="list-style-type: none"> ❖ predict the content of a video using visual cues (e.g. <i>title, images</i>). ❖ understand key vocabulary in listening texts, using context to guess the meaning when necessary. ❖ understand the main ideas and specific details in clear, standard audio or video recordings on familiar topics. ❖ recognize counter-arguments and opposing viewpoints (e.g., however, on the other hand, although). ❖ notice connected speech (linking sounds) while listening. |
| SPEAKING | <ul style="list-style-type: none"> ❖ can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268) ❖ can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471) ❖ can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469) | <ul style="list-style-type: none"> ❖ link ideas clearly using common transition words and phrases (e.g. first, however, on the other hand, in addition). ❖ talk about the advantages and disadvantages of familiar topics using clear and simple language. ❖ give basic counter-arguments to an opinion using appropriate phrases. |
| GRAMMAR / STRUCTURE | <ul style="list-style-type: none"> ❖ communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174) ❖ uses reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. (CEFR: 1175) | <ul style="list-style-type: none"> ❖ use a range of tenses and structure, and adapt language they have learnt previously. Units / Focus Areas: <ul style="list-style-type: none"> ❖ Modal verbs to express future possibility |
| VOCABULARY | <ul style="list-style-type: none"> ❖ have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events. (CEFR: 1163) | <ul style="list-style-type: none"> ❖ use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species). Units / Focus Areas: <ul style="list-style-type: none"> ❖ negative prefixes |
| OPTIONAL | ❖ | |
| ASSIGNMENTS | <ul style="list-style-type: none"> ❖ Listening 1: Preparing to Listen (Part 1) p.40 ❖ Listening 1: Discussion (Part 12) p.44 ❖ Language Development: Negative Prefixes (Part 1 and 2) p.45 | |
| EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS: | | Speaking Task-1 (In-class) |

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| WEEK & DATE | WEEK 3 | 08.12.2025-12.12.2025 |
| MATERIALS | Listening & Speaking: <i>Unlock 3 Listening, Speaking & Critical Thinking</i> (Unit 3) | |
| | CEFR DESCRIPTORS | FOCUSED OBJECTIVES |
| | | Main Course: <i>By the end of this week, students will be able to:</i> |
| LISTENING | <ul style="list-style-type: none"> ❖ understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (Overall Listening Comprehension, CEFR: 8) ❖ understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74) | <ul style="list-style-type: none"> ❖ predict the content of a video using visual cues (e.g. title, images). ❖ recognize rhetorical questions in listening texts. ❖ understand key vocabulary in listening texts and use the context to guess the meaning of unfamiliar words. ❖ understand the main ideas and specific details in clear, standard audio or video recordings on familiar topics. ❖ take simple notes on key details while listening to short video or audio recordings. ❖ recognize how a listening text is organized (e.g. introduction, main points, examples, conclusion) and follow the sequence of ideas. ❖ notice word stress patterns while listening and use them to support understanding. |
| SPEAKING | <ul style="list-style-type: none"> ❖ can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268) ❖ can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471) ❖ can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469) | <ul style="list-style-type: none"> ❖ give simple recommendations and suggestions using appropriate phrases ❖ expand on an idea by adding reasons, examples and extra details to make their message clearer. |
| GRAMMAR / STRUCTURE | <ul style="list-style-type: none"> ❖ communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174) ❖ uses reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. (CEFR: 1175) | <ul style="list-style-type: none"> ❖ use a range of tenses and structure, and adapt language they have learnt previously. Units / Focus Areas: <ul style="list-style-type: none"> ❖ comparative and superlative adjectives |
| VOCABULARY | <ul style="list-style-type: none"> ❖ have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events. (CEFR: 1163) | <ul style="list-style-type: none"> ❖ use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species). Units / Focus Areas: <ul style="list-style-type: none"> ❖ vocabulary related problems and solutions |
| OPTIONAL | ❖ N / A | |
| ASSIGNMENTS | <ul style="list-style-type: none"> ❖ Listening 1: Preparing to Listen (Part 4 and 5) p.63 ❖ Listening 1: Discussion (Part 11) p.66 ❖ Language Development: Talking about Problems and Solutions (Part 1, 2 and 3) p.67 ❖ Listening 2: Preparing to Listen (Part 2) p.71 | |
| EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS: | | N/ A |

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| WEEK & DATE | WEEK 4 | 15.12.2025-19.12.2025 |
| MATERIALS | Listening & Speaking: Unlock 3 Listening, Speaking & Critical Thinking (Unit 4) | |
| | CEFR DESCRIPTORS | FOCUSED OBJECTIVES Main Course: By the end of this week, students will be able to: |
| LISTENING | <ul style="list-style-type: none"> ❖ understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (Overall Listening Comprehension, CEFR: 8) ❖ understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74) | <ul style="list-style-type: none"> ❖ predict the content of a video using visual cues (e.g. <i>title, images</i>). ❖ understand the main ideas and specific details in clear, standard audio or video recordings on familiar topics. ❖ understand key vocabulary in listening texts, using context to guess the meaning when necessary. ❖ take simple notes on key details while listening to short video or audio recordings. ❖ identify basic cause-and-effect relationships in listening texts (e.g. why something happens and what the result is). ❖ recognize /t/ and /d/ sounds in connected speech while listening. |
| SPEAKING | <ul style="list-style-type: none"> ❖ can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268) ❖ can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471) ❖ can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469) | <ul style="list-style-type: none"> ❖ use common adverbs for emphasis (e.g. really, absolutely, definitely) to make their opinions and feelings stronger in speech. ❖ use phrases with that (e.g. I think that..., It is clear that..., The fact that...) to introduce opinions and explanations clearly. |
| GRAMMAR / STRUCTURE | <ul style="list-style-type: none"> ❖ communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174) ❖ uses reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. (CEFR: 1175) | <ul style="list-style-type: none"> ❖ use a range of tenses and structure, and adapt language they have learnt previously. Units / Focus Areas: <ul style="list-style-type: none"> ❖ present perfect |
| VOCABULARY | <ul style="list-style-type: none"> ❖ have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events. (CEFR: 1163) | <ul style="list-style-type: none"> ❖ use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species). Units / Focus Areas: <ul style="list-style-type: none"> ❖ suffixes |
| OPTIONAL | ❖ Listening 1: Preparing to Listen (Part 3) p.85 | |
| ASSIGNMENTS | <ul style="list-style-type: none"> ❖ Listening 1: Preparing to Listen (Part 1 and 2) p.84 ❖ Listening 1: Discussion (Part 14) p.88 ❖ Listening 2: Preparing to Listen (Part 1) p.92 | |
| EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS: | | Speaking Task – 2 (In-class) |

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| WEEK & DATE | WEEK 5 | 22.12.2025-26.12.2025 |
| MATERIALS | Listening & Speaking: Unlock 3 Listening, Speaking & Critical Thinking (Unit 5) | |
| | CEFR DESCRIPTORS | FOCUSED OBJECTIVES Main Course: By the end of this week, students will be able to: |
| LISTENING | <ul style="list-style-type: none"> ❖ understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (Overall Listening Comprehension, CEFR: 8) ❖ understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74) | <ul style="list-style-type: none"> ❖ predict the content of a video using visual cues (e.g. title, images). ❖ understand the main ideas and specific details in clear, standard audio or video recordings on familiar topics. ❖ understand key vocabulary in listening texts, using context to guess the meaning when necessary. ❖ recognize the speaker's attitude and emotion from intonation and stress while listening. |
| SPEAKING | <ul style="list-style-type: none"> ❖ can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268) ❖ can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471) ❖ can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469) | <ul style="list-style-type: none"> ❖ organize ideas in an ideas map (grouping and linking related points) before speaking. ❖ present persuasively by giving reasons and supporting details (e.g., examples, facts, brief explanations). |
| GRAMMAR / STRUCTURE | <ul style="list-style-type: none"> ❖ communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174) ❖ uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR: 1175) | <ul style="list-style-type: none"> ❖ use a range of tenses and structure, and adapt language they have learnt previously. Units / Focus Areas: <ul style="list-style-type: none"> ❖ phrasal verbs |
| VOCABULARY | <ul style="list-style-type: none"> ❖ have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events. (CEFR: 1163) | <ul style="list-style-type: none"> ❖ use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species). Units / Focus Areas: <ul style="list-style-type: none"> ❖ adjectives to describe well-being |
| OPTIONAL | ❖ Listening 1: Discussion (Part 11 and 12) p.110 | |
| ASSIGNMENTS | <ul style="list-style-type: none"> ❖ Listening 1: Preparing to Listen (Part 1 and 2) p.106 ❖ Language Development: Adjectives to Describe Well-Being (Part 6) p.113 ❖ Listening 2: Preparing to Listen (Part 1 and 2) p.114- 115 | |
| EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS: | | Mid-Exam will be conducted on 25th December 2025. |

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| WEEK & DATE | WEEK 6 | 29.12.2025-02.01.2026 |
| MATERIALS | Listening & Speaking: Unlock 3 Listening, Speaking & Critical Thinking (Unit 6) | |
| | CEFR DESCRIPTORS | FOCUSED OBJECTIVES |
| | | Main Course: By the end of this week, students will be able to: |
| LISTENING | <ul style="list-style-type: none"> ❖ understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (Overall Listening Comprehension, CEFR: 8) ❖ understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74) | <ul style="list-style-type: none"> ❖ predict the content of a video using visual cues (e.g. <i>title, images</i>). ❖ understand the main ideas and specific details in clear, standard audio or video recordings on familiar topics. ❖ understand key vocabulary in listening texts, using context to guess the meaning when necessary. ❖ predict the content of a listening text using context clues (topic, key words, visuals, situation). ❖ recognize weak and strong forms in natural speech while listening. |
| SPEAKING | <ul style="list-style-type: none"> ❖ can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268) ❖ can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471) ❖ can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469) | <ul style="list-style-type: none"> ❖ preview a topic clearly at the start of a short talk (e.g., stating what they will talk about and the main points). ❖ organize their ideas in a logical order using simple signposting language (e.g., first, next, finally). ❖ explain how something is used by giving clear steps/instructions and key details (e.g., you need..., first you..., then you..., finally...). |
| GRAMMAR / STRUCTURE | <ul style="list-style-type: none"> ❖ communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174) ❖ uses reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. (CEFR: 1175) | <ul style="list-style-type: none"> ❖ use a range of tenses and structure, and adapt language they have learnt previously. Units / Focus Areas: <ul style="list-style-type: none"> ❖ passive verb forms |
| VOCABULARY | <ul style="list-style-type: none"> ❖ have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events. (CEFR: 1163) | <ul style="list-style-type: none"> ❖ use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species). Units / Focus Areas: <ul style="list-style-type: none"> ❖ uses of the verb make |
| OPTIONAL | <ul style="list-style-type: none"> ❖ Watch and Listen: Discussion (Part 5) p.127 ❖ Preparation for Speaking (Part 1, 2, 3, 4, 5 and 6) p.141-143 (ASYNCHRONOUS) | |
| ASSIGNMENTS | <ul style="list-style-type: none"> ❖ Listening 1: Preparing to Listen (Part 2) p.128 ❖ Listening 2: Preparing to Listen (Part 3) p.136-137 | |
| EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS: | | 1st January – New Year’s Day – Public Holiday |

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| WEEK & DATE | WEEK 7 | 05.01.2026-09.01.2026 |
| MATERIALS | Listening & Speaking: Unlock 3 Listening, Speaking & Critical Thinking (Unit 7) | |
| | CEFR DESCRIPTORS | FOCUSED OBJECTIVES |
| | | Main Course: By the end of this week, students will be able to: |
| LISTENING | <ul style="list-style-type: none"> ❖ understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (Overall Listening Comprehension, CEFR: 8) ❖ understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74) | <ul style="list-style-type: none"> ❖ predict the content of a video using visual cues (e.g. <i>title, images</i>). ❖ understand the main ideas and specific details in clear, standard audio or video recordings on familiar topics. ❖ understand key vocabulary in listening texts, using context to guess the meaning when necessary. ❖ take simple notes on key details while listening to short video or audio recordings. ❖ recognize auxiliary verbs used for emphasis while listening (e.g., <i>do/does/did</i>). ❖ notice vowel omission in connected speech while listening and understand that some sounds may be reduced or not clearly heard. |
| SPEAKING | <ul style="list-style-type: none"> ❖ can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268) ❖ can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471) ❖ can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469) | <ul style="list-style-type: none"> ❖ ask for others' opinions during a discussion (e.g., What do you think? / How do you feel about...?). ❖ check and clarify information politely (e.g., Do you mean...? / So, you're saying...? / Let me check I understood...). ❖ ask relevant follow-up questions to keep the conversation going and gather details (e.g., Why? / What happened next? / Can you give an example?). |
| GRAMMAR / STRUCTURE | <ul style="list-style-type: none"> ❖ communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174) ❖ uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (CEFR: 1175) | <ul style="list-style-type: none"> ❖ use a range of tenses and structure, and adapt language they have learnt previously. Units / Focus Areas: <ul style="list-style-type: none"> ❖ adverbs <i>already, just, yet</i> and <i>still</i> ❖ predictions and expectations about the future |
| VOCABULARY | <ul style="list-style-type: none"> ❖ have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events. (CEFR: 1163) | <ul style="list-style-type: none"> ❖ use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species). Units / Focus Areas: <ul style="list-style-type: none"> ❖ vocabulary related to talking about recent events and actions |
| OPTIONAL | ❖ N / A | |
| ASSIGNMENTS | <ul style="list-style-type: none"> ❖ Listening 1: Preparing to Listen (Part 1) p.150 ❖ Listening 1: Discussion (Part10) p.154 ❖ Listening 2: Preparing to Listen (Part 1 and 2) p.156-157 | |
| EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS: | | Speaking Mini Task-3 (In-class) / Progress Test |

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| WEEK & DATE | WEEK 8 | 12.01.2026-16.01.2026 |
| MATERIALS | Listening & Speaking: Unlock 3 Listening, Speaking & Critical Thinking (Unit 8) | |
| | CEFR DESCRIPTORS | FOCUSED OBJECTIVES |
| | | Main Course: By the end of this week, students will be able to: |
| LISTENING | <ul style="list-style-type: none"> ❖ understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety. (Overall Listening Comprehension, CEFR: 8) ❖ understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language. (Understanding Audio (or signed) Media and Recordings, CEFR: 74) | <ul style="list-style-type: none"> ❖ predict the content of a video using visual cues (e.g. <i>title, images</i>). ❖ understand the main ideas and specific details in clear, standard audio or video recordings on familiar topics. ❖ understand key vocabulary in listening texts, using context to guess the meaning when necessary. ❖ take simple notes on key details while listening to short video or audio recordings. ❖ recognize silent letters while listening |
| SPEAKING | <ul style="list-style-type: none"> ❖ can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268) ❖ can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471) ❖ can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469) | <ul style="list-style-type: none"> ❖ use gerunds as subjects to talk about actions and general ideas (e.g., Recycling helps... / Studying regularly improves...). ❖ support an argument by presenting clear reasons and simple evidence (e.g., examples, facts, brief explanations). ❖ paraphrase key points using different words and sentence structures to avoid repetition and clarify meaning. |
| GRAMMAR / STRUCTURE | <ul style="list-style-type: none"> ❖ communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express. (CEFR: 1174) ❖ uses reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations. (CEFR: 1175) | <ul style="list-style-type: none"> ❖ use a range of tenses and structure, and adapt language they have learnt previously. Units / Focus Areas: <ul style="list-style-type: none"> ❖ conditional sentences |
| VOCABULARY | <ul style="list-style-type: none"> ❖ have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events. (CEFR: 1163) | <ul style="list-style-type: none"> ❖ use a sufficient range of vocabulary and simple circumlocutions when talking about everyday topics (family, friends, daily routines, free-time activities, study/work, travel) and common social or environmental issues (e.g. endangered species). Units / Focus Areas: <ul style="list-style-type: none"> ❖ collocations with <i>pay</i> and <i>money</i> |
| OPTIONAL | ❖ Listening 1: Discussion (Part 12 and 13) p.176 | |
| ASSIGNMENTS | <ul style="list-style-type: none"> ❖ Listening 1: Preparing to Listen (Part 1 and 2) p.172 ❖ Language Development: Collocations with Pay and Money (Part1) p. 177 ❖ Listening 2: Preparing to Listen (Part 3, 4 and 5) p.180-181 ❖ Listening 2: Post Listening Discussion (Part 9) p. 182 | |
| EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS: | | N / A |

YALOVA UNIVERSITY - SCHOOL OF FOREIGN LANGUAGES
2025-2026 ACADEMIC YEAR –B1 LEVEL SPEAKING COURSE SYLLABUS

| MATERIALS | Speaking: Unlock 3 Listening, Speaking & Critical Thinking Speaking Tasks | |
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| WEEK & DATE | CEFR DESCRIPTORS | FOCUSED OBJECTIVES Main Course: By the end of this week, students will be able to: |
| WEEK 1 | <ul style="list-style-type: none"> ❖ give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. (Addressing audiences, CEFR: 308) ❖ can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268) | <ul style="list-style-type: none"> ❖ use signposting language to organise a short talk (e.g., <i>First..., Next..., Finally..., To sum up...</i>). ❖ introduce examples to support their ideas (e.g., <i>For example..., For instance..., Such as...</i>). ❖ express general beliefs and opinions politely (e.g., <i>I think..., I believe..., In general..., Most people believe...</i>). |
| WEEK 2 | <ul style="list-style-type: none"> ❖ give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. (Addressing audiences, CEFR: 308) ❖ can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268) | <ul style="list-style-type: none"> ❖ give a two-minute presentation about the human threats to an endangered species. |
| WEEK 3 | <ul style="list-style-type: none"> ❖ can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268) ❖ can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469) ❖ can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471) | <ul style="list-style-type: none"> ❖ take part in a debate about allowing a new wind farm near a town / city they live in. |
| WEEK 4 | <ul style="list-style-type: none"> ❖ give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. (Addressing audiences, CEFR: 308) ❖ can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268) | <ul style="list-style-type: none"> ❖ give a presentation on a transport problem and suggest solutions to solve the problem. |
| WEEK 5 | <ul style="list-style-type: none"> ❖ can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268) ❖ can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469) ❖ can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471) | <ul style="list-style-type: none"> ❖ take part in a discussion about whether special occasions have become too commercial. |

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| WEEK 6 | <ul style="list-style-type: none"> ❖ give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. (Addressing audiences, CEFR: 308) ❖ can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268) | <ul style="list-style-type: none"> ❖ give a presentation to a group of students about an idea for a health product or programme. |
| WEEK 7 | <ul style="list-style-type: none"> ❖ give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. (Addressing audiences, CEFR: 308) ❖ can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268) | <ul style="list-style-type: none"> ❖ give a presentation about an invention or a discovery which has changed our lives. |
| WEEK 8 | <ul style="list-style-type: none"> ❖ can explain the main points in an idea or problem with reasonable precision. (Sustained monologue: giving information, CEFR: 268) ❖ can give or seek personal views and opinions in discussing topics of interest. (Informal discussion (with friends), CEFR: 469) ❖ can express belief, opinion, agreement and disagreement politely. (Informal discussion (with friends), CEFR: 471) | <ul style="list-style-type: none"> ❖ take part in an interview to find out attitudes about uniforms and dress codes. |
| EXAMINATIONS & IMPORTANT DATES & ANNOUNCEMENTS: | | Presentations of <u>Unit 1 Speaking Task (Week 2)</u> , <u>Unit 3 Speaking Task (Week 4)</u> and <u>Unit 6 Speaking Task (Week 7)</u> will be graded as Speaking Tasks. |