

YALOVA UNIVERSITY SCHOOL OF FOREIGN LANGUAGES LEARNING OUTCOMES / CEFR DESCRIPTORS EQUIVALENCY TABLE (B2)

Level	Week	Skill	Content / Page	Learning Outcomes	CEFR Descriptors
Upper-Intermediate (B2)	1	Speaking	Unlock 4, Listening, Speaking & Critical Thinking p.15, 16, 17, 19, 22, 27	❖ express and support their opinions in discussions or debates by developing clear arguments and providing relevant reasons and examples. (Unit 1)	❖ take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (Informal discussion (with friends), CEFR: 460) ❖ account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments. (Informal discussion (with friends), CEFR: 462) ❖ interpret and describe reliably (in Language B) detailed information contained in complex diagrams, charts and other visually organized information (with text in Language A) on topics in their fields of interest. (Explaining Data in Speech or Sign, CEFR: 791)
Upper-Intermediate (B2)	1	Speaking	Unlock 4, Listening, Speaking & Critical Thinking p.34	❖ give clear, organized spoken presentations on familiar and academic topics, providing relevant details and supporting their ideas with reasons and examples. (Unit 1)	❖ give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. (Addressing audiences, CEFR: 305) ❖ interpret and describe reliably (in Language B) detailed information contained in complex diagrams, charts and other visually organized information (with text in Language A) on topics in their fields of interest. (Explaining Data in Speech or Sign, CEFR: 791)
Upper-Intermediate (B2)	2	Speaking	Unlock 4, Listening, Speaking & Critical Thinking p.38, 39, 45, 49, 53, 54	❖ express and support their opinions in discussions or debates by developing clear arguments and providing relevant reasons and examples. (Unit 2)	❖ take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (Informal discussion (with friends), CEFR: 460) ❖ account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments. (Informal discussion (with friends), CEFR: 462)
Upper-Intermediate (B2)	3	Speaking	Unlock 4, Listening, Speaking & Critical Thinking p.60, 61, 65, 71, 73	❖ give clear, organized spoken presentations on familiar and academic topics, providing relevant details and supporting their ideas with reasons and examples. (Unit 3) ❖ express and support their opinions in discussions or debates by developing clear arguments and providing relevant reasons and examples. (Unit 3)	❖ give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. (Addressing audiences, CEFR: 305) ❖ take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (Informal discussion (with friends), CEFR: 460) ❖ account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments. (Informal discussion (with friends), CEFR: 462)

Upper-Intermediate (B2)	3	Speaking	Unlock 4, Listening, Speaking & Critical Thinking p.78	❖ express and support their opinions in discussions or debates by developing clear arguments and providing relevant reasons and examples. (Unit 4)	❖ give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. (Addressing audiences, CEFR: 305) ❖ take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (Informal discussion (with friends), CEFR: 460) ❖ account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments. (Informal discussion (with friends), CEFR: 462)
Upper-Intermediate (B2)	4	Speaking	Unlock 4, Listening, Speaking & Critical Thinking p. 81, 82, 83, 85, 88	❖ express and support their opinions in discussions or debates by developing clear arguments and providing relevant reasons and examples. (Unit 4)	❖ take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (Informal discussion (with friends), CEFR: 460) ❖ account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments. (Informal discussion (with friends), CEFR: 462)
Upper-Intermediate (B2)	4	Speaking	Unlock 4, Listening, Speaking & Critical Thinking p. 100	❖ give clear, organized spoken presentations on familiar and academic topics, providing relevant details and supporting their ideas with reasons and examples. (Unit 4)	❖ give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. (Addressing audiences, CEFR: 305)
Upper-Intermediate (B2)	5	Speaking	Unlock 4, Listening, Speaking & Critical Thinking p. 103, 104, 105, 106, 109	❖ express and support their opinions in discussions or debates by developing clear arguments and providing relevant reasons and examples. (Unit 5)	❖ take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (Informal discussion (with friends), CEFR: 460) ❖ account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments. (Informal discussion (with friends), CEFR: 462)
Upper-Intermediate (B2)	5	Speaking	Unlock 4, Listening, Speaking & Critical Thinking p.121	❖ give clear, organized spoken presentations on familiar and academic topics, providing relevant details and supporting their ideas with reasons and examples. (Unit 5) ❖ express and support their opinions in discussions or debates by developing clear arguments and providing relevant reasons and examples. (Unit 5)	❖ give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. (Addressing audiences, CEFR: 305) ❖ take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (Informal discussion (with friends), CEFR: 460) ❖ account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments. (Informal discussion (with friends), CEFR: 462)

Upper-Intermediate (B2)	6	Speaking	Unlock 4, Listening, Speaking & Critical Thinking p.125, 126, 140, 140, 144	❖ express and support their opinions in discussions or debates by developing clear arguments and providing relevant reasons and examples. (Unit 6)	❖ take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (Informal discussion (with friends), CEFR: 460) ❖ account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments. (Informal discussion (with friends), CEFR: 462)
Upper-Intermediate (B2)	7	Speaking	Unlock 4, Listening, Speaking & Critical Thinking, p. 147, 148, 149, 159, 160	❖ give clear, organized spoken presentations on familiar and academic topics, providing relevant details and supporting their ideas with reasons and examples. (Unit 7) ❖ express and support their opinions in discussions or debates by developing clear arguments and providing relevant reasons and examples. (Unit 7)	❖ give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. (Addressing audiences, CEFR: 305) ❖ take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (Informal discussion (with friends), CEFR: 460) ❖ account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments. (Informal discussion (with friends), CEFR: 462)
Upper-Intermediate (B2)	8	Speaking	Unlock 4, Listening, Speaking & Critical Thinking, p. 169, 170, 171, 181	❖ express and support their opinions in discussions or debates by developing clear arguments and providing relevant reasons and examples. (Unit 8)	❖ take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. (Informal discussion (with friends), CEFR: 460) ❖ account for and sustain their opinions in discussion by providing relevant explanations, arguments and comments. (Informal discussion (with friends), CEFR: 462)
Upper-Intermediate (B2)	8	Speaking	Unlock 4, Listening, Speaking & Critical Thinking, p. 188	❖ give clear, organized spoken presentations on familiar and academic topics, providing relevant details and supporting their ideas with reasons and examples. (Unit 8)	❖ give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. (Addressing audiences, CEFR: 305)
Upper-Intermediate (B2)	1	Listening	Unlock 4, Listening, Speaking & Critical Thinking, p. 16, 17, 18, 19, 26, 27, 33	❖ understand straightforward factual information on everyday and academic topics, identifying both the main ideas and specific details when the speech is clearly articulated in standard speech. (Unit 1)	❖ understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in their field of specialization. (Overall Listening Comprehension, CEFR: 6) ❖ understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (Understanding Audio (or signed) Media and Recordings, CEFR: 72)

Upper-Intermediate (B2)	2	Listening	Unlock 4, Listening, Speaking & Critical Thinking, p. 38, 39, 42, 43, 48, 49	❖ understand straightforward factual information on everyday and academic topics, identifying both the main ideas and specific details when the speech is clearly articulated in standard speech. (Unit 2)	❖ understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in their field of specialization. (Overall Listening Comprehension, CEFR: 6) ❖ understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (Understanding Audio (or signed) Media and Recordings, CEFR: 72)
Upper-Intermediate (B2)	3	Listening	Unlock 4, Listening, Speaking & Critical Thinking, p. 60, 61, 62, 63, 64, 65, 70	❖ understand straightforward factual information on everyday and academic topics, identifying both the main ideas and specific details when the speech is clearly articulated in standard speech. (Unit 3)	❖ understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in their field of specialization. (Overall Listening Comprehension, CEFR: 6) ❖ understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (Understanding Audio (or signed) Media and Recordings, CEFR: 72)
Upper-Intermediate (B2)	4	Listening	Unlock 4, Listening, Speaking & Critical Thinking, p. 83, 85, 86, 87, 93, 94, 95	❖ understand straightforward factual information on everyday and academic topics, identifying both the main ideas and specific details when the speech is clearly articulated in standard speech. (Unit 4)	❖ understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in their field of specialization. (Overall Listening Comprehension, CEFR: 6) ❖ understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (Understanding Audio (or signed) Media and Recordings, CEFR: 72)
Upper-Intermediate (B2)	5	Listening	Unlock 4, Listening, Speaking & Critical Thinking, p.105, 107, 109, 114	❖ understand straightforward factual information on everyday and academic topics, identifying both the main ideas and specific details when the speech is clearly articulated in standard speech. (Unit 5)	❖ understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in their field of specialization. (Overall Listening Comprehension, CEFR: 6) ❖ understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (Understanding Audio (or signed) Media and Recordings, CEFR: 72)
Upper-Intermediate (B2)	6	Listening	Unlock 4, Listening, Speaking & Critical Thinking, p. 126, 127, 129, 131, 132, 135, 138,	❖ understand straightforward factual information on everyday and academic topics, identifying both the main ideas and specific details when the speech is clearly articulated in standard speech (Unit 6)	❖ understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in their field of specialization. (Overall Listening Comprehension, CEFR: 6) ❖ understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (Understanding Audio (or signed) Media and Recordings, CEFR: 72)

Upper-Intermediate (B2)	7	Listening	Unlock 4, Listening, Speaking & Critical Thinking, 148, 149, 151, 153, 157, 158	❖ understand straightforward factual information on everyday and academic topics, identifying both the main ideas and specific details when the speech is clearly articulated in standard speech (Unit 7)	❖ understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in their field of specialization. (Overall Listening Comprehension, CEFR: 6) ❖ understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (Understanding Audio (or signed) Media and Recordings, CEFR: 72)
Upper-Intermediate (B2)	8	Listening	Unlock 4, Listening, Speaking & Critical Thinking, p. 160, 171, 173, 180, 181.	❖ understand straightforward factual information on everyday and academic topics, identifying both the main ideas and specific details when the speech is clearly articulated in standard speech (Unit 8)	❖ understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in their field of specialization. (Overall Listening Comprehension, CEFR: 6) ❖ understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (Understanding Audio (or signed) Media and Recordings, CEFR: 72)
Upper-Intermediate (B2)	1	Reading	Unlock 4, Reading, Writing Critical Thinking writing, p. 18-19-20 / 22-23	❖ understand straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension (Unit 1)	❖ understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (Reading for information and argument, CEFR: 151) ❖ recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. (Reading for information and argument, CEFR: 153) ❖ scan quickly through long and complex texts, locating relevant details. (Reading for orientation, CEFR: 128) ❖ scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (Reading for Orientation, CEFR: 130)
Upper-Intermediate (B2)	2	Reading	Unlock 4, Reading, Writing Critical Thinking writing, p.41-43 / 45-46	❖ understand straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. (Unit 2)	❖ understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (Reading for information and argument, CEFR: 151) ❖ recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. (Reading for information and argument, CEFR: 153) ❖ scan quickly through long and complex texts, locating relevant details. (Reading for orientation, CEFR: 128) ❖ scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (Reading for Orientation, CEFR: 130)

Upper-Intermediate (B2)	3	Reading	Unlock 4, Reading, Writing Critical Thinking writing, p.63-65 / 67-68	❖ understand straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. (Unit 3)	❖ understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (Reading for information and argument, CEFR: 151) ❖ recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. (Reading for information and argument, CEFR: 153) ❖ scan quickly through long and complex texts, locating relevant details. (Reading for orientation, CEFR: 128) ❖ scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (Reading for Orientation, CEFR: 130)
Upper-Intermediate (B2)	4	Reading	Unlock 4, Reading, Writing Critical Thinking writing, p.85-87 / 89-90	❖ understand straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.(Unit 4)	❖ understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (Reading for information and argument, CEFR: 151) ❖ recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. (Reading for information and argument, CEFR: 153) ❖ scan quickly through long and complex texts, locating relevant details. (Reading for orientation, CEFR: 128) ❖ scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (Reading for Orientation, CEFR: 130)
Upper-Intermediate (B2)	5	Reading	Unlock 4, Reading, Writing Critical Thinking writing, p.107-108 / 110-112-113	❖ understand straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. (Unit 5)	❖ understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (Reading for information and argument, CEFR: 151) ❖ recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. (Reading for information and argument, CEFR: 153) ❖ scan quickly through long and complex texts, locating relevant details. (Reading for orientation, CEFR: 128) ❖ scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (Reading for Orientation, CEFR: 130)

Upper-Intermediate (B2)	6	Reading	Unlock 4, Reading, Writing Critical Thinking writing, p.128-130 / 132-134	❖ understand straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. (Unit 6)	❖ understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (Reading for information and argument, CEFR: 151) ❖ recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. (Reading for information and argument, CEFR: 153) ❖ scan quickly through long and complex texts, locating relevant details. (Reading for orientation, CEFR: 128) ❖ scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (Reading for Orientation, CEFR: 130)
Upper-Intermediate (B2)	7	Reading	Unlock 4, Reading, Writing Critical Thinking writing, p.150-154 / 155-156	❖ understand straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. (Unit 7)	❖ understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (Reading for information and argument, CEFR: 151) ❖ recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. (Reading for information and argument, CEFR: 153) ❖ scan quickly through long and complex texts, locating relevant details. (Reading for orientation, CEFR: 128) ❖ scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (Reading for Orientation, CEFR: 130)
Upper-Intermediate (B2)	8	Reading	Unlock 4, Reading, Writing Critical Thinking writing, p.173-174 / 176-178	❖ understand straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. (Unit 8)	❖ understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. (Reading for information and argument, CEFR: 151) ❖ recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. (Reading for information and argument, CEFR: 153) ❖ scan quickly through long and complex texts, locating relevant details. (Reading for orientation, CEFR: 128) ❖ scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (Reading for Orientation, CEFR: 130)

Upper-Intermediate (B2)	1	Writing	Unlock 4, Reading, Writing Critical Thinking writing, p.32-33	❖ write well-structured essays (introduction–body–conclusion) in different text types (e.g., opinion, advantages/disadvantages, problem–solution, compare–contrast) on familiar topics, using appropriate linking words and supporting ideas with relevant reasons and examples. (Unit 1-Writing)	❖ write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. (Reports & Essays, CEFR: 359)
Upper-Intermediate (B2)	2	Writing	Unlock 4, Reading, Writing Critical Thinking writing, p.55-56	❖ write well-structured essays (introduction–body–conclusion) in different text types (e.g., opinion, advantages/disadvantages, problem–solution, compare–contrast) on familiar topics, using appropriate linking words and supporting ideas with relevant reasons and examples. (Unit 2-Writing)	❖ write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. (Reports & Essays, CEFR: 359)
Upper-Intermediate (B2)	3	Writing	Unlock 4, Reading, Writing Critical Thinking writing, p.77-78	❖ write well-structured essays (introduction–body–conclusion) in different text types (e.g., opinion, advantages/disadvantages, problem–solution, compare–contrast) on familiar topics, using appropriate linking words and supporting ideas with relevant reasons and examples. (Unit 3-Writing)	❖ write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. (Reports & Essays, CEFR: 359)
Upper-Intermediate (B2)	4	Writing	Unlock 4, Reading, Writing Critical Thinking writing, p.99-100	❖ write well-structured essays (introduction–body–conclusion) in different text types (e.g., opinion, advantages/disadvantages, problem–solution, compare–contrast) on familiar topics, using appropriate linking words and supporting ideas with relevant reasons and examples. (Unit 4-Writing)	❖ write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. (Reports & Essays, CEFR: 359)
Upper-Intermediate (B2)	5	Writing	Unlock 4, Reading, Writing Critical Thinking writing, p.99-100	❖ write well-structured essays (introduction–body–conclusion) in different text types (e.g., opinion, advantages/disadvantages, problem–solution, compare–contrast) on familiar topics, using appropriate linking words and supporting ideas with relevant reasons and examples. (Unit 5-Writing)	❖ write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. (Reports & Essays, CEFR: 359)

Upper-Intermediate (B2)	6	Writing	Unlock 4, Reading, Writing Critical Thinking writing, p.121-122	❖ write well-structured essays (introduction–body–conclusion) in different text types (e.g., opinion, advantages/disadvantages, problem–solution, compare–contrast) on familiar topics, using appropriate linking words and supporting ideas with relevant reasons and examples. (Unit 6-Writing)	❖ write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. (Reports & Essays, CEFR: 359)
Upper-Intermediate (B2)	7	Writing	Unlock 4, Reading, Writing Critical Thinking writing, p.143-144	❖ write well-structured essays (introduction–body–conclusion) in different text types (e.g., opinion, advantages/disadvantages, problem–solution, compare–contrast) on familiar topics, using appropriate linking words and supporting ideas with relevant reasons and examples. (Unit 7-Writing)	❖ write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. (Reports & Essays, CEFR: 359)
Upper-Intermediate (B2)	8	Writing	Unlock 4, Reading, Writing Critical Thinking writing, p.187-188	❖ write well-structured essays (introduction–body–conclusion) in different text types (e.g., opinion, advantages/disadvantages, problem–solution, compare–contrast) on familiar topics, using appropriate linking words and supporting ideas with relevant reasons and examples. (Unit 8-Writing)	❖ write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. (Reports & Essays, CEFR: 359)