



OVERALL COURSE OBJECTIVES

A2: Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can produce a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

B1: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

B1+: Can understand the main ideas of straightforward factual information on both concrete and abstract topics related to their field of interest. Can follow and take simple notes on relatively longer recordings and discussions in the form of dialogs, talks, lectures. Can interact with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can produce short, clear essays on familiar subjects by using limited discourse markers and transition signals provided that enough time is given for brainstorming and outlining.

B2: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible without imposing strain on either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

CEFR LEVEL	READING	LISTENING	SPEAKING	WRITING
A2	<ul style="list-style-type: none">Can understand basic and short texts including the highest frequency vocabulary on familiar and everyday life and cultural topics (such as	<ul style="list-style-type: none">Can understand the phrases and the highest frequency vocabulary on familiar everyday life and cultural topics.Can understand short, clear, and simple	<ul style="list-style-type: none">Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	<ul style="list-style-type: none">Can write series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.



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	<p>transportation, travel, food, people etc.)</p> <ul style="list-style-type: none">• Can locate and understand the gist and scan for specific information in simple articles, magazines, advertisements.	<p>messages, announcements, and dialogues to identify the topic, the main points and basic details.</p>	<ul style="list-style-type: none">• Can describe and express everyday aspects of his/her environment and matters in areas of immediate need.	<ul style="list-style-type: none">• Can write short and simple descriptive texts about everyday aspects of his/her environment using simple connectors and transitional phrases like “also, for example etc.”
B1	<ul style="list-style-type: none">• Can understand longer texts including high frequency vocabulary on every day or job-related language at knowledge and comprehension level.• Can skim and scan for key concepts, guess the meaning from context in relatively academic articles, blogs and advertisements.	<ul style="list-style-type: none">• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.• Can understand factual information and longer dialogues by identifying main ideas and supporting details.	<ul style="list-style-type: none">• Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations such as cultural and global topics.• Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.	<ul style="list-style-type: none">• Can produce simple relatively longer and connected text on topics which are familiar or of personal interest.• Can write short and structured paragraphs on common cultural and global topics by supporting their ideas with reasons and examples.
B1+	<ul style="list-style-type: none">• Can read and understand straightforward, factual texts on subjects related to their field and interest satisfactorily.• Can identify the main points and details of a text and draw conclusions and basic inferences.	<ul style="list-style-type: none">• Can understand straightforward, factual information about common everyday or job-related topics, identifying both general messages and specific details, provided that speech is articulated in generally familiar accents.	<ul style="list-style-type: none">• Can deliver a coherent and reasonably fluent exposition on a chosen topic within their field of interest.• Can engage in spontaneous conversation on familiar themes, expressing their	<ul style="list-style-type: none">• Can write short structured academic texts/essays expressing opinion and cause-effect relationship on contemporary topics.• Can use sufficient range of discourse markers and transitional signals to connect his/her ideas



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		<ul style="list-style-type: none">• Can follow lectures and longer recordings and take notes provided that speech is clearly articulated.	<p>personal opinions and exchanging information relevant to everyday life or their area of study.</p>	<p>in structured academic text/essays.</p>
B2	<ul style="list-style-type: none">• Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources.• Can recognize inferred meaning and metaphorical language from the text, summarize and analyze charts, graphs and details in a text.	<ul style="list-style-type: none">• Students can understand the main ideas of conceptually and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his or her field of specialization.• Can follow lectures and longer academic recordings and take notes regardless of the accent of the speaker.	<ul style="list-style-type: none">• Can communicate spontaneously, fluently, accurately and effectively on a wide range of topics with good grammatical control and maintain group discussions and debate by using turn-taking skills and asking follow-up questions.• Can give detailed presentations on wide-range of topics related to their field of interest and contemporary issues.	<ul style="list-style-type: none">• Can write persuasive, well-detailed arguments and give evidence to support their arguments in well-structured academic essays.• Can produce organized, clear, and extended essays that are written competently and fluently to express opinions, problems and solutions, etc.



DESCRIPTORS FOR EACH SKILL IN EACH LEVEL

A2 LEVEL

A2 Level Reading

From CEFR

1. Can understand very simple formal e-mails and letters (e.g. confirmation of a booking or online purchase).
2. Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.
3. Can understand everyday signs and notices, etc. in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.
4. Can understand texts, blogs describing people, places, everyday life and culture, etc., provided they use simple language.
5. Can make basic guesses about text content from headings, titles or headlines.
6. Can understand information given in illustrated brochures and maps (e.g. the principal attractions of a city).
7. Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities).
8. Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.
9. Can understand short narratives and descriptions of someone's life composed in simple language.
10. Can understand the main point of a short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is composed clearly in simple language.
11. Can find simple specific information in a text, article, blog post, etc. (e.g. numbers, names, figures, data, simple causes and effects etc.)

From EAQUALS

1. I can understand short, simple texts containing familiar and highest frequency vocabulary including international words.
2. I can understand short and clear instructions. For example: how to use a telephone, a cash machine or a drinks machine.
3. I can understand the main points in short, simple, everyday stories, especially if there is visual support.
4. I can understand short simple messages from friends. For example: e-mails, web chats, postcards or short letters.

From GSE

1. Can understand simple descriptions of people's physical appearance. (P)
2. Can understand simple questions in questionnaires on familiar topics. (P)



3. Can identify key information in short, simple factual texts from the headings and pictures. (P)

A2 Level Writing

From CEFR

1. Can produce a series of simple phrases and sentences linked with simple connectors like “and”, “but”, “so”, and “because”.
2. Can produce a series of simple phrases and sentences about their family, living conditions, hobbies educational background, or present or most recent job.
3. Can produce simple texts on familiar subjects of interest, linking sentences with connectors like “before”, “after” or “then”.
4. Can give their impressions and opinions about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.
5. Can convey personal information of a routine nature, for example in short informative texts introducing themselves.

From EAQUALS

1. I can write about things and people I know well using simple language. For example: descriptions of friends, what happened during the day
2. I can complete a questionnaire with information about my educational background, my job, my interests and my skills.
3. I can write a simple message, for example to make or change an invitation or an appointment.
4. I can write a short message to friends to give them personal news or to ask them a question. For example: a text message or a postcard

From GSE

1. Can write a simple description of a room, house or apartment. (P)
2. Can write simple sentences about what they or other people can or can't do.
3. Can write very short, basic directions.
4. Can write short texts about their likes and dislikes using basic fixed expressions. (P)
5. Can give an example of something in a very simple text using ‘like’ or ‘for example’. (P)



A2 Level Listening

From CEFR

1. Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
2. Can understand and extract the essential information from short-recorded passages and dialogues dealing with predictable everyday matters that are delivered slowly and clearly.
3. Can generally identify the topic of discussion around her that is conducted slowly and clearly.
4. Can understand information given in illustrated brochures and maps (e.g. the principal attractions of a city).
5. Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities).
6. Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.
7. Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
8. Can understand the main point of a short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is composed clearly in simple language.
9. Can identify the main point of TV or radio news items reporting events, accidents etc. where the visual supports the commentary.

From EAQUALS

1. Can understand short, simple information and questions containing familiar and highest frequency vocabulary including international words.
2. Can understand short and clear instruction such as the main information in announcements at the railway station, airport etc.
3. Can understand the main points in short, simple, everyday stories, especially if there is visual support.
4. Can understand short conversations about family, hobbies and daily life, provided that people speak slowly and clearly.

From GSE

1. Can recognize phrases and content words related to basic personal and family information. (P)
2. Can identify key factual information such as prices, dates, and times from short audio recordings, videos, and podcasts, if spoken slowly and clearly (P)
3. Can understand information related to people's daily routines. (P).
4. Can understand specific events from short spoken descriptions and dialogues. (A2+)



A2 Level Speaking

From CEFR

1. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.
2. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.
3. Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
4. Can handle short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.
5. Can convey personal information of a routine nature, for example in short informative speeches introducing themselves.
6. Can participate in short conversations in routine contexts on topics of interest.
7. Can express how he/she feels in simple terms, and express thanks.
8. Can say what he/she likes and dislikes.

From EAQUALS

1. Can have very short conversations about things and people I know well using simple language. For example: descriptions of friends, what happened during the day.
2. Can ask for and give opinions, agree and disagree, in a simple way.
3. Can ask and answer simple questions about things in the present and past.
4. Can get simple information about travel, buying tickets and finding out and passing on information on places, times, costs, etc.
5. Can summarise simple stories I have read, relying on the simple and basic language used in the story.
6. Can describe themselves, their profession, hobbies and interests, my family and other people using simple language.
7. Can talk about my plans for the weekend.

From GSE

1. Can talk about familiar topics using a few basic words and phrases. (P)
2. Can ask simple questions in a face-to-face survey.
5. Can use simple phrases to order a meal. (P)
6. Can use a limited range of fixed expressions to describe objects, possessions, or products



A2 Level Grammar Objectives

Structure	Function	Supporting language work
Verb 'to be' Statements & Questions (Yes/No & Wh-) with Verb 'to be' (<i>what, who, whose, where, when, why, how old</i>)	<ul style="list-style-type: none">To give and ask for personal information such as name, age, nationality, department/faculty and job <i>I am from Antalya.</i> <i>He is very young.</i> <i>Is he a teacher?</i> <i>How is she?</i>To ask price, time, day and date <i>How much is this?</i>	Be + adjective Be + very + adjective
There is/There are Statements & Questions (Yes/No & Wh-) with There is /There are (<i>how much, how many</i>)	<ul style="list-style-type: none">To describe amount and number of things <i>There are two sofas in the living room.</i> <i>Is there a computer on the table?</i> <i>How many chairs are there in the kitchen?</i>	There is + a countable singular noun /an uncountable noun There are + a countable plural noun
Suggestions: Let's... Shall... Why don't...? How about...?	<ul style="list-style-type: none">For suggestion: <i>Let's eat outside today.</i> <i>Shall I open the window?</i> <i>Why don't we hang out this weekend?</i> <i>How about going to the cinema?</i>	
Present Simple Statements & Questions (Yes/No & Wh-) with Simple Present (<i>what, who, whose, where, when, why, how old, how often, what, day/time/price, how much, how many</i>) Imperatives Affirmative/Negative	<ul style="list-style-type: none">To talk and ask questions about habits, routines, self and free time activities <i>I visit my hometown every year.</i> <i>Does he play tennis?</i> <i>What do you do?</i>To give and follow instructions in the classroom <i>Open the window.</i> <i>Don't open the window.</i>	Adverbs of frequency: <i>every/always, generally, usually, sometimes, often, rarely, seldom, never</i> <i>Once/twice a week</i>



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	<i>When I am in Antalya, I spend time on the beach.</i>	
Present Continuous Statements & Questions (Yes/No & Wh-) with Present Continuous <i>(what, who, whose, where, when, why, how old, how often, what, day/time/price, how much, how many)</i>	<ul style="list-style-type: none"> To talk about activities in progress <i>He is talking on the phone right now.</i> <i>What are you doing now?</i> 	<i>Now, right now, at the moment</i>
Simple Past - Verb 'to be' Statements & Questions (Yes/No & Wh-)- past simple (was/were) "When as a conjunction meaning "at the time that"	<ul style="list-style-type: none"> To give and ask for personal information in the past <i>I was at home yesterday.</i> <i>How many people were there at the party yesterday?</i> 	<i>ago, yesterday</i>
Simple Past Statements & Questions (Yes/No & Wh-) with Simple Past <i>(what, who, whose, where, when, why, how old, how often, what, day/time/price, how much, how many)</i>	<ul style="list-style-type: none"> To talk about past experiences, events and situations <i>I went to the park yesterday.</i> <i>When did you go to your hometown?</i> <i>When I was in Antalya, I met my old friends.</i> 	<i>ago, yesterday, last night etc. before/after + noun</i> <i>Regular/Irregular verbs</i>
Determiners		
Articles (a/an/the)	<ul style="list-style-type: none"> Use <i>a/an</i> to indicate singularity <i>There is a table in the livingroom.</i> Use <i>a/an</i> to talk about a person or a thing for the first time <i>I joined a student club.</i> Use <i>the</i> to talk about a person or a thing for the second, third etc. time 	There is/there are Countable nouns
Quantifiers some / any / much / many / a lot / a lot of /lots of/a few/ a little	<ul style="list-style-type: none"> To talk about amount and number of things and quantities using countable and uncountable nouns and some / any / much / many / a lot / a lot of /lots of/a few/ a little 	There is + noun There are + noun How much / How many Singular/plural



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	<i>We have some yoghurt.</i> <i>There aren't any places to have fun in the town.</i>	
Demonstratives: this, that, these, those	<ul style="list-style-type: none">To give references <i>This is his bag.</i> <i>Those are my books.</i>	Verb to be Singular/plural nouns How much/How many
Comparative / Superlative -er, more, less -est, most, least -better/worse -best/worst	<ul style="list-style-type: none">To compare objects, people, places <i>Jack is taller than his brother.</i> <i>This is more expensive than the other one.</i> <i>He is the tallest student in the class.</i> <i>This is the most expensive product in this shop.</i>	Basic adjectives
Modals		
Can Statements & Questions (Yes/No & Wh-) with Can (what)	<ul style="list-style-type: none">To talk about what you can and cannot do at present <i>I can swim.</i> <i>I can't play any instruments.</i> <i>Can you draw?</i>	Adverb well with verbs: ...swim well.
Can Could Would like + a noun Would like + to + verb	<ul style="list-style-type: none">Use would like + a noun to offer somebody a drink/foodUse can to ask to do something /offer help/drink/food <i>Can you open the door please?</i> <i>Would you like some water?</i> <i>Would you like to eat something?</i>	
Pronouns		
Subject Pronouns	<ul style="list-style-type: none">To give reference <i>He is my friend.</i>	
Object Pronouns	<ul style="list-style-type: none">To avoid repeating nouns <i>Give me the bag please.</i>	
Possessive Adjectives	<ul style="list-style-type: none">To talk about personal belongings and relations	



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Possessive 's	<p><i>This is my car.</i></p> <ul style="list-style-type: none">To talk about family relationships <p><i>What is your sister's name?</i> <i>His cousin's name is Sally.</i></p>	
Prepositions	<ul style="list-style-type: none">To talk about time of events (in, on, at, before, after, from-to, until, during) <i>after 9:00/dinner/school, in the evening, in winter in January, during the lesson</i>To describe details of places (in, on, at, between, behind, in front of, next to, near, opposite, in the corner of, to the left/right of) <i>The notebook is on the table. ...at home, with my friends, from Antalya, by car</i>	<ul style="list-style-type: none">Verb to be Simple Present There is/there areVerb to be Simple Present There is/there are After/Before + a noun During + a noun Until + a noun
Gerund & Infinitives Like, love, enjoy, hate, want, need	<ul style="list-style-type: none">Use gerunds with like, love, enjoy, hate to talk about hobbies, activities and personal preferences <i>She enjoys drawing.</i> <i>I like cooking.</i> <i>I look forward to seeing you.</i>Use infinitives with want and need <i>I want to eat an apple.</i> <i>I need to get a new laptop.</i>	Like + hobbies Like + activities Like + preferences
Adverbs Irregular: fast, hard, late, early, well Other adverbs: slowly, quickly, badly, carefully	<ul style="list-style-type: none">Use adverb well to talk about abilities <i>She wakes up early everyday.</i> <i>Don't be late.</i>	Can/cannot
Discourse markers: and, but, or, then/next, because, first, secondly, etc.	<ul style="list-style-type: none">Use or to give choice in offers or in questions <i>Do you prefer tea or coffee?</i>Use and to link ideas, adjectives and nouns within a clause <i>I do a lot of sports and I go to the cinema.</i> <i>She is tall and thin.</i>	then/next to sequence ideas with simple present tense, simple past tense



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	<ul style="list-style-type: none">• Use but to show contrast <i>I like tea but I don't like coffee.</i>• Use then/next to sequence activities <i>I woke up at 9:00. Then, I took a shower.</i>• Use because to give reasons <i>He is happy, because he passed his exam.</i>• Use firstly, secondly, finally to order sequence ideas in a text	
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B1 LEVEL

B1 Level Reading

From CEFR

1. Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension.
2. Can understand standard formal correspondence and online postings in their area of professional interest.
3. Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.
4. Can understand descriptions of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that employ high frequency everyday language.
5. Can understand a travel diary mainly describing the events of a journey and the experiences and discoveries of the writer.
6. Can paraphrase short passages in a simple fashion, using the original text wording and ordering.
7. Can make basic inferences about text content from headings, titles or headlines. (Identifying cues & inferring)
8. Can follow a line of argument or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand). (Identifying cues & inferring)
9. Can deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes). (Identifying cues & inferring).

From EAQUALS

1. I can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.
2. I can find and understand the information I need in brochures, leaflets, **short official documents** and other short texts relating to my interests.
3. can understand the main points in short newspaper and magazine articles about current and familiar topics.
4. I can follow simple instructions, for example for a game, using familiar types of equipment, **taking medication** or cooking a meal.

From GSE

1. Can search the internet for specific everyday or work-related information. (P)
2. Can scan short texts to locate specific information. (P)



3. Can identify similarities and differences between two short texts. (P)
4. Can skim a short text to identify its main purpose. (P)
5. Can skim a simple text to identify key concepts. (P)
6. Can identify the topic sentence of a paragraph. (P)
7. Can distinguish between fact and opinion presented in simple texts on familiar topics. (P)
8. Can recognise the writer's point of view in a simple academic text, if guided by questions. (P)
9. Can identify the main topic and related ideas in a structured text. (P)
10. Can understand the relationship between a main point and an example in a structured text. (P)

B1 Level Writing

From CEFR

1. Can produce 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)
2. Can give straightforward, detailed descriptions on a range of familiar subjects within their field of interest.
3. Can give accounts of experiences, describing feelings and reactions in simple, connected text.
4. Can produce very brief reports in a standard conventionalised format, which pass on routine factual information and state reasons for actions.
5. Can present a topic in a short report or poster, using photographs and short blocks of text.

From EAQUALS

1. can write emails, faxes or text messages to friends or colleagues, relating news and giving or asking for simple information. I can write a short formal letter asking for or giving simple information

From GSE

1. Can give basic advice in writing using simple language. (P)
2. Can use simple headings to organise written work. (P)
3. Can make simple, logical paragraph breaks in a longer text. (P)
4. Can write a basic paragraph containing a topic sentence and related details, if provided with a model. (P)



5. Can give a simple reason for an action in an informational text, given a model. (P)
6. Can write simple instructions on how to use a device or product, given a model. (P) ?
7. Can show a basic direct relationship between a simple problem and a solution. (P)
8. Can write the concluding sentence or sentences of a basic paragraph, given a model. (P)
9. Can write a description of a future event or activity. (P)
10. Can write descriptions of past events, activities, or personal experiences. (P)
11. Can describe the sequence in a process when writing a simple text, using common discourse markers. (P)
12. Can prepare a simple outline to organise ideas and information. (P)
13. Can use common discourse markers to show order of importance. (P)
14. Can express a personal opinion in a simple academic text. (P)
15. Can use a range of common connectors to show chronological sequence. (P)
16. Can paraphrase information from a simple text, if guided by questions. (P)

B1 Level Listening

From CEFR

1. Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent
2. Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.
3. Can understand most factual information that they are likely to come across on familiar subjects of interest.
4. Can understand descriptions of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that employ high frequency everyday language
5. Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
6. follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation is straightforward and clearly structured.
7. Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.
8. Can follow simple technical information given in detailed directions such as operating instructions for familiar types of equipment.
9. Can make basic inferences about text content from headings, titles or headlines. (Identifying cues & inferring)
10. Can follow a line of argument or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand). (Identifying cues & inferring)



From EAQUALS

1. can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.
2. can understand what is being said in everyday conversations but need help in clarifying particular details.
3. can follow clearly spoken, straightforward short talks on familiar topics.
4. can understand the main points in TV programmes, radio talks, and interviews, on familiar topics when the delivery is relatively slow and clear.

From GSE

1. Can follow the main points in a simple audio recording aimed at a general audience. (P)
2. Can understand instructions delivered at normal speed and accompanied by visual support. (P)
3. Can extract key factual information such as dates, numbers and quantities from a presentation. (P)
4. Can get the gist of explanations of unfamiliar cultural practices and customs, if delivered slowly and clearly. (P)
5. Can infer opinions in a simple presentation or lecture, if guided by questions. (P)
6. Can follow the linear structure of a short formal talk. (P)
7. Can recognize emphasis through intonation and stress, if guided by questions.
8. Can identify specific information in a simple presentation, lecture, dialogue, recorded speech aimed at a general audience.

B1 Level Speaking

From CEFR

1. Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
2. Can describe dreams, hopes and ambitions.
3. Can describe events, real or imagined.
4. Can briefly give reasons and explanations for opinions, plans and actions.
5. Can present a topic in a short report or poster, using photographs and short blocks of text.
6. Can give detailed accounts of experiences, describing feelings and reactions.
7. Can give a prepared straightforward presentation on a familiar topic within his/her 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.
8. Can take follow up questions but may have to ask for repetition if the speech was rapid.

From EAQUALS



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1. Can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
2. Can express and respond to feelings and attitudes like surprise, happiness, sadness, interest and disinterest.
3. Can briefly explain and justify my opinions.
4. Can give a short, prepared presentation on a very familiar area and answer clear questions.
5. Can relate the main content of short texts I have read.

From GSE

1. Can paraphrase a simple factual statement related to a familiar topic. (P)
2. Can make a complaint using simple language. (P)
3. Can ask for, follow and give detailed directions. (P)
4. Can give a short talk about a familiar topic, with visual support. (P)
5. Can express belief, opinion, agreement and disagreement politely. (P)
6. Can respond to an offer or suggestion, expressing enthusiasm. (P)
7. Can make simple recommendations for a course of action in familiar everyday situations. (P)
8. Can express opinions using simple language. (P)
9. Can use basic discourse markers to structure a short presentation. (P)
10. Can explain the meaning of a word or phrase using simple language. (P)
11. Can discuss everyday, practical issues when the conversation is conducted slowly and clearly. (P)
12. Can use simple expressions to explain a basic technical problem. (P)
13. Can discuss films, books or plays in simple terms, using fixed expressions. (P)
14. Can express a personal opinion in a simple academic text. (P)
15. Can explain key information in graphs and charts, using simple language. (P) B1+?
16. Can carry out a simple informal interview.
17. Can ask someone to clarify or elaborate what they have just said. (P)
18. Can give simple reasons to justify a viewpoint on a familiar topic. (P)



B1 Level Grammar Objectives

Structure	Function	Supporting language work
Present Simple	<ul style="list-style-type: none">To talk about permanent states <i>They live in France.</i>To describe present states and conditions and talk about ideas/beliefs/possessions <i>That phone belongs to Sam.</i>To talk about timetables and scheduled actions <i>The train arrives at 6.30 in the morning.</i> <i>The holidays start next week.</i>	Time Expressions: <i>every hour/week/month, usually, always, every morning/evening/afternoon,</i> Before/after + sentence State verbs (e.g. believe, belong, understand, like, love)
Present Simple Continuous	<ul style="list-style-type: none">To describe actions happening now/ at the moment of speaking <i>I'm reading a book now.</i>To talk about actions happening around the time of speaking <i>She's preparing for the finals.</i>To talk about fixed arrangements in the near future. <i>I am flying to Ankara tomorrow.</i>	Time Expressions: <i>Now, at the moment, these days, tomorrow, next week, at 6 o'clock, at the weekend, on Monday</i>
Simple Past	<ul style="list-style-type: none">To list a series of completed past actions <i>I graduated 2 years ago.</i>To talk about habits in the past <i>I went on holiday every year with my family when I was a child.</i>	Time Expressions: <i>Yesterday, last night/year/week, two months ago, in 1964</i> Before/after + sentence
Simple Past Continuous	<ul style="list-style-type: none">To talk about an action which was in progress at a stated time in the past <i>At six o'clock yesterday I was studying.</i>	<i>When/ while/As</i> (Short Action/ Long Action)



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	<ul style="list-style-type: none">To talk about a past action which was in progress when another action interrupted it (WHEN CLAUSE) <i>She was reading when the door rang.</i>To talk about two or more actions which were happening at the same time in the past (simultaneous actions) (WHILE CLAUSE) <i>She was cleaning the house while the children were playing in the garden.</i>	Compare with simple past
Present Perfect Simple	<ul style="list-style-type: none">Actions which happened at an unstated time in the past <i>I have watched this film.</i>To talk about an experience <i>They have travelled through Europe.</i>Duration of past states/actions relevant to now (with state verbs) <i>They have been in this job since 2020.</i> <i>I have known him for 5 years.</i>	Time Expressions: <ul style="list-style-type: none"><i>never, yet, already, just</i><i>Have you ever...?</i><i>been vs. gone</i><i>How long, for/since:</i><i>for + time expressions (a year, two months)</i><i>since + a year (1996)</i> <i>since + a clause (in the past - I was a child)</i> <i>since + noun phrase (my childhood)</i><i>since + full sentence</i> <i>*Students will be able to differentiate between past simple and present perfect tense.</i>
Futurity: will	<ul style="list-style-type: none">Predictions based on what we believe or think <i>Robots will do most of the work in the future.</i>	Time Expressions: <i>tomorrow, the day after tomorrow, next</i>



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	<ul style="list-style-type: none"> On-the-spot decisions or promises <i>A: it's hot in here.</i> <i>B: i'll turn on the AC.</i> 	<i>week/month/year, tonight, soon, in a week/month/year</i>
<p>Future: be Going to Statements & Questions (Yes/No & Wh-) with Going to <i>(what, who, whose, where, when, why, how old, how often, what, day/time/price, how much, how many)</i></p>	<ul style="list-style-type: none"> Plans and intentions we have for the near future <i>Susan is going to move her house.</i> To talk about future plans <i>I'm going to visit my cousin.</i> Predictions based on what we see or know look at him. <i>It is going to rain. (present evidence)</i> <i>We are leaving for Istanbul tomorrow morning.</i> 	<i>tomorrow, the day after tomorrow, next week/month/year, tonight, soon, in a week/month/year</i>
Used to	<ul style="list-style-type: none"> To talk about past habits or things that do not happen anymore <i>He used to play volleyball.</i> 	<i>used to / didn't use to but/however anymore/ any longer/ no longer</i>
IF Clauses/ Conditionals	<ul style="list-style-type: none"> Type 0: To express something which is always true or to talk about something which happens as a result of something else <i>If/When you heat ice, it melts.</i> Type 1: To express a real or very probable situation in the present or future <i>If I have time, I'll finish that letter.</i> In case/Unless <i>Unless he studies hard, he won't pass the exam.</i> <i>In case it rains, I will bring an umbrella.</i> 	If/When Will In case Unless
Passives (with/without by)	<ul style="list-style-type: none"> Passive Voice (Present Simple / Past Simple) To show that the action of the verb is more important than the agent (The agent is introduced with by when it is important or needs to be stated.) <i>The room is cleaned everyday.</i> <i>Harry Potter books were written by J.K. Rowling.</i> 	by Past participle forms



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COURSE OBJECTIVES



<p>Comparatives Superlatives</p> <p>(Not) as + adjective/adverb + as Less + adjective + than Much + comparative form + than (Not) the same as Similar to Different from More + adverb + than</p>	<ul style="list-style-type: none"> To compare two people, things, places, etc. (use of than with comparative adjectives) <i>His car is faster than mine</i> <p>+ Irregular comparatives (e.g. good/bad/much/many/little/far/hard/fast /...)</p> <ul style="list-style-type: none"> To compare a person, thing or place with the whole group they belong to (Use of the ... of/in with superlative adjectives) <i>He is the smartest student in the class.</i> To say that two people, things or places are/ are not similar <i>She is as tall as a basketball player.</i> To compare two persons, things or places <i>This car is less expensive than the other one.</i> To show that two things are identical <i>Their new house is the same as their old house.</i> To show that two things share the same quality or characteristic <i>This color is similar to the other one.</i> To show that two things are different <i>Our new car is very different from our old car.</i> Use comparative adverbs to compare people, things or places. <i>My mother drives more carefully than my brother.</i> 	<p><i>as ... as, much more ... than, the same as Too, enough, both, different from</i></p> <p>Irregular comparatives (hard, fast, etc)</p>
<p>MODALS</p> <ol style="list-style-type: none"> Must/have to (present obligation and necessity) Mustn't/can't (prohibition) Don't have to (lack of necessity) Should/shouldn't (suggestions & giving advice) Could/be able to (ability) Would like (desires and wants) may/could/might 	<ol style="list-style-type: none"> To express an obligation or necessity <i>I must wake up at 7.00.</i> To express prohibition <i>You mustn't/can't smoke here.</i> To express lack of necessity <i>You don't have to wash the dishes, it's Sally's turn to do it.</i> To say what the right/best thing to do is <i>You should drink a lot of water to be healthy.</i> 	



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	<p>To say what isn't the right/best thing to do <i>You shouldn't consume a lot of junk food.</i></p> <p>5. To show past ability <i>I couldn't cook until I went to university.</i></p> <p>6. Polite way of saying 'I want' <i>What would you like to eat?</i> <i>I'd like to have some water.</i></p> <p>7. To express possibility: <i>It might rain.</i> <i>This could be a good idea.</i></p>	
Gerunds Infinitives	<ul style="list-style-type: none"> To use after certain verbs <i>He decided to go out.</i> To form nouns from verbs as subject and object: <i>Smoking is forbidden. I like drawing.</i> To express purpose: <i>I went to Ankara to join a meeting.</i> After prepositions <i>I am afraid of losing my smartphone.</i> <i>I am looking forward to going on holiday.</i> 	
Linkers	<p>Simple cause/effect, contrast exemplification/addition Linking actions with results/comparing ideas/giving supporting details</p>	<p><i>So, (in order) to, however, also, in addition, for example, for instance, because of, therefore, although, to sum up, etc.</i></p>
Quantifiers	<ul style="list-style-type: none"> To describe amount/number of things Some in the affirmative with countable nouns in the plural and uncountable nouns <i>I want some biscuits and some orange juice.</i> Any in the negative and interrogative form with countable nouns in the plural and uncountable nouns <i>There isn't any cheese left. / have you got any biscuits?</i> Much and many in questions and negations 	<p>Availability/existence Some- Any Much-Many A few/A little too + adj / adv too + many + countable plural noun too + much + an uncountable noun</p>



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	<p><i>Is there much sugar in the bag? /there isn't much milk in the carton. / have you got many records? / She hasn't got many friends.</i></p> <ul style="list-style-type: none"> • A few with plural countable nouns <i>We've got a few eggs.</i> • A little with uncountable nouns <i>I want a little orange juice.</i> • Too + adj, too many/much +noun, enough+noun, adj+enough <i>He runs too fast.</i> <i>There were too many people at the party.</i> <i>There is too much food in the fridge.</i> <i>I have enough money.</i> <i>She isn't tall enough to reach this shelf.</i> 	<p>enough+ noun adj/adv + enough none</p>
<p>Q words – wh Tag questions (This structure will be covered in the 2nd semester for A and B level)</p>	<ul style="list-style-type: none"> • Ask/answer simple questions <i>Who is the man next to you?</i> • <i>You like coffee, don't you?</i> 	
Possessive pronouns	<ul style="list-style-type: none"> • To avoid repetition while talking about possession. <i>This is mine.</i> 	
Reflexive Pronouns	<ul style="list-style-type: none"> • To describe personal details/actions 	Myself/yourself, etc.
Relative Clauses	<ul style="list-style-type: none"> • Defining: To give necessary information <i>The woman who lives next door works in a bank. The hotel where he stayed was fantastic.</i> 	Who, which, that, Where



B1+ LEVEL

B1+ Level Reading

From CEFR

1. Can 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.
2. Can scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use.
3. Can understand straightforward, factual texts on subjects relating to their interests or studies.
4. Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor).
5. Can identify the main conclusions in clearly signalled argumentative texts.
6. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.
7. Can read newspaper/magazine accounts of films, books, concerts, etc. produced for a wider audience and understand the main points.
8. Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organization, in order to better understand the argumentation in a text.
9. Can extrapolate the meaning of a section of a text by taking into account the text as a whole.
10. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.

From EAQUALS

1. I can understand the main points in straightforward texts on subjects of personal or professional interest.
2. I can identify the main conclusions in texts which clearly argue a point of view.
3. I can understand clear instructions, for example for a game, for the use of medicines or for installing computer software.
4. I can understand the main points in short, clear, formal letters relating to my personal and professional interests, provided I can use a dictionary.

From GSE

1. Can distinguish between fact and opinion in relation to common topics + and in a simple academic text. (P)
2. Can make simple inferences based on information given in a short article. (P)



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COURSE OBJECTIVES



3. Can recognise the organisational structure of a paragraph in a simple academic text. (P)
4. Can understand cause and effect relationships in a simple academic text, if clearly signalled. (P)
5. Can recognise common discourse markers that convey emphasis in a simple text. (P)
6. Can understand the writer's purpose in a simple academic text, if guided by questions. (P)
7. Can identify whether an author is quoting or paraphrasing another person. (P)
8. Can identify the key points presented in graphs and charts in a simple academic text, if guided by questions. (P)
9. Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions. (P)
10. Can recognise examples and their relation to the idea they support. (P)
11. Can understand numerical values in graphs and charts in a simple academic text. (P)
12. Can distinguish between different viewpoints in a simple academic text. (P)
13. Can guess the meaning of an unfamiliar word from context. (P)
14. Can recognise contrasting ideas in a structured text when signalled by discourse markers. (P)
15. Can distinguish between active and passive voice in an academic text. (P)
16. Can identify different types of supporting details in a simple academic text, in order to answer specific questions. (P)
17. Can synthesise information from two or more basic texts, if guided by questions. (P)
18. Can compare information given in different texts and media on the same topic. (Wa)
19. Can recognise the writer's point of view in a structured text. (P)
20. Can understand problem and solution relationships in a structured text. (P)

B1+ Level Writing

From CEFR

1. Can produce short, simple structured paragraphs/essays on topics of interest if provided with a model. (C level Sts will study paragraphs in the 1st semester and essays in the 2nd semester.)
2. Can produce a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, and give and justify their opinion.



From EAQUALS

1. I can write about familiar topics, comparing and contrasting different opinions.
2. I can use connecting words to link sentences into a coherent sequence, though there may be some “jumps”.

From GSE

1. Can use limited discourse devices to link sentences smoothly into connected discourse. (Ca)
2. Can write a simple, structured informational leaflet/brochure, given a model. (P)
3. Can write a conclusion to a simple paragraph/essay, if provided with a model. (P)
4. Can summarise the main message from simple diagrams (e.g. ‘graphs’, ‘bar charts’). (P)
5. Can clearly signal chronological sequence in a process paragraph.
6. Can take notes while researching a familiar topic. (P)
7. Can check and correct spelling, punctuation and grammar in simple written texts. (P)
8. Can summarise information from a simple presentation or lecture aimed at a general audience. (P)
9. Can take notes of key points during a talk or lecture on a familiar topic, if delivered clearly. (Ca)
10. Can support a main idea with explanations and examples in a structured paragraph on a familiar topic. (P)
11. Can summarise simple research findings in an academic text, if provided with a model summary. (P)
12. Can show a simple relationship between a main point and an example in a structured text. (P)
13. Can introduce a counter-argument in a simple discursive text using ‘however’. (P)
14. Can support a main idea with examples and reasons. (P)
15. Can summarise factual information within their field of interest. (Ca)
16. Can write an essay in response to a specific question, if provided with a model. (P)
17. Can use simple graphs and charts to convey information in academic written work. (P)
18. Can use appropriate outlines to organise ideas. (P)
19. Can write a detailed description of a simple process. (P)
20. Can write a strong topic sentence within a clear paragraph. (P)
21. Can signal that two ideas are similar when writing a simple academic text by using simple discourse markers, such as “similarly”. (P)
22. Can reformulate an idea in different words to emphasise or explain a point. (P)



B1+ Level Listening

From CEFR

1. Can identify both general messages and specific details.
2. Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.
3. Can generally follow the main points of extended discussion and animated conversation around them.
4. Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
5. Can extract relevant information in everyday material, such as letters, brochures and short official documents.
6. Can recognise significant points and obtain information, ideas and opinions from straightforward articles on familiar subjects.
7. Can understand straightforward, factual texts on subjects relating to their interests or studies.
8. Can follow the linear structure of a short formal talk.
9. Can take effective notes while listening to a simple, straightforward listening text or lecture on a familiar topic.
10. Can understand the key points about a radio programme on a familiar topic.

From EAQUALS

1. Can understand straightforward information about everyday, study-related topics, provided people speak clearly in a familiar accent.
2. Can follow clear speech directed at me in everyday conversation, in an accent that is familiar to me.
3. Can generally follow the main points of extended discussion around me, if people talk clearly.
4. Can follow a lecture or talk within my own field, if the subject matter is familiar and the presentation clearly structured.

From GSE

1. Can follow an everyday conversation or informal interview on common topics. (P)
2. Can extract key details from a simple academic presentation on a familiar topic, if delivered slowly and clearly. (P)
3. Can infer speakers' opinions in conversations on familiar everyday topics. (P)
4. Can identify the use of clarification language in a simple presentation or lecture. (P)
5. Can recognise that a joke has been made, even if the meaning is not fully understood. (P)
6. Can distinguish between the main idea and related ideas in a simple short talk in order to answer specific questions. (P)



7. Can recognise examples and their relation to the idea they support. (P)
8. Can extract the meaning of unknown words from context if the topic discussed is familiar. (P)
9. Can recognise when a speaker uses basic rhetorical questions in conversation. (P)
10. Can generally follow rapid or extended speech but may require repetition or clarification.
11. understand a range of formal and informal excuses, complaints, requests, etc.

B1+ Level Speaking

From CEFR

1. Can express belief, opinion, agreement and disagreement politely.
2. Can give or seek personal opinions and give brief comments on the views of others.
3. Can exchange, check and confirm information.
4. Can describe how to do something, giving detailed instructions.
5. Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.
6. Can take follow up questions, but may have to ask for repetition if the speech was rapid.
7. Can express thoughts on more abstract, cultural topics such as films, books, music etc.

From EAQUALS

1. Can start a conversation on topics that are familiar or of personal interest and can help to keep it going by expressing and responding to suggestions, opinions, attitudes, advice, feelings, etc.
2. Can compare and contrast alternatives, discuss what to do, where to go,
3. Can develop an argument well enough to be followed without difficulty most of the time.
4. Can give a prepared presentation and answer clear questions.
5. Can summarise non-routine information on familiar subjects from various sources and present it to others.

From GSE

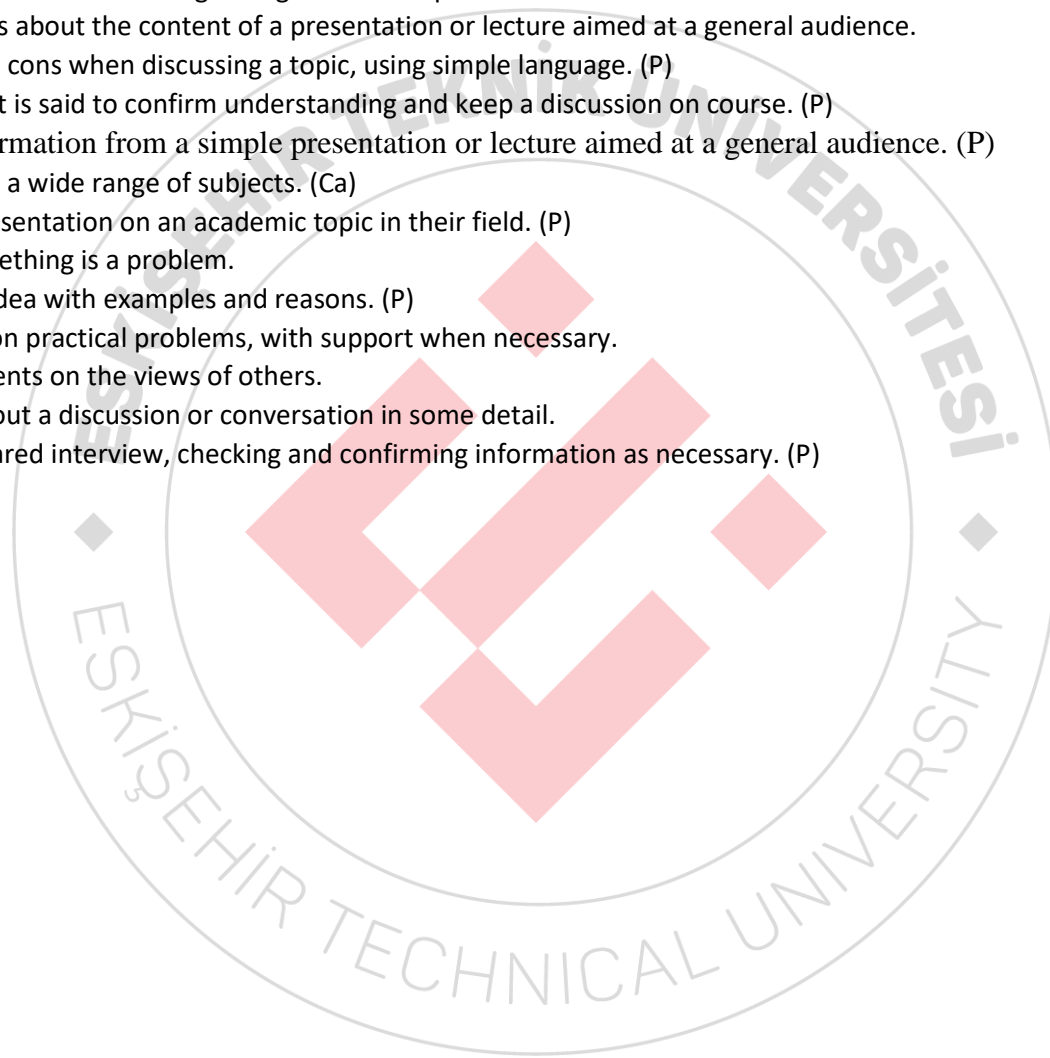
1. Can express opinions as regards possible solutions, giving brief reasons and explanations. (Ca)
2. Can respond to opinions expressed by others. (WA)



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3. Can briefly give reasons and explanations for opinions, plans and actions. (P)
4. Can express hopes for the future using a range of fixed expressions.
5. Can answer questions about the content of a presentation or lecture aimed at a general audience.
6. Can suggest pros and cons when discussing a topic, using simple language. (P)
7. Can repeat back what is said to confirm understanding and keep a discussion on course. (P)
8. Can summarise information from a simple presentation or lecture aimed at a general audience. (P)
9. Can ask for advice on a wide range of subjects. (Ca)
10. Can give a simple presentation on an academic topic in their field. (P)
11. Can explain why something is a problem.
12. Can support a main idea with examples and reasons. (P)
13. Can give an opinion on practical problems, with support when necessary.
14. Can give brief comments on the views of others.
15. Can tell someone about a discussion or conversation in some detail.
16. Can carry out a prepared interview, checking and confirming information as necessary. (P)





B1+ Level Grammar Objectives

Structure	Function	Supporting language work
<i>Present Perfect Simple</i>	<ul style="list-style-type: none">Indefinite pastTo express special unique experiences in life <i>It's the first time I've read the Harry Potter series.</i>	
Present Perfect Continuous	<ul style="list-style-type: none">To state the result of a recent activity just finishedTo give reasons for present conditions and states <i>I'm quite tired because I've been working hard to finish the task on time.</i>	all day/week/year/etc. for/since/just/etc. We've been walking for hours and I need a rest.
Past Perfect Simple (This structure will be covered in the 2 nd semester in C level)	<ul style="list-style-type: none">To indicate an action which happened in the past before another past action <i>He had cleaned his room before he left the house.</i>	
Would Would vs Used to (This structure will be covered in the 2 nd semester in C level)	<ul style="list-style-type: none">To give details of past habits and repeated actions, particularly for the distant past <i>When we were very young, my sister and I would go to the park to play.</i> <i>I used to play in the volleyball team in high school.</i> <ul style="list-style-type: none">To state past situations and states + with stative verbs (only used to) <i>I used to be an English teacher, but now I work as a tourist guide.</i> <i>When I was a student, I used to love sleeping late on the weekends.</i>	used to / didn't use to but/however anymore/ any longer/ no longer Would/wouldn't
Modals of speculation and deduction (Present or future) Could Must Can't May/ may not/ might / might not	<ul style="list-style-type: none">To express certainty (or near certainty) about now or generally This must be Ali's book he was looking for it yesterday. These can't/couldn't be my shoes; they're the wrong colour. <ul style="list-style-type: none">To express possibility about now, the future or generally	



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	<p><i>You should consult your doctor first because that pill could/may/might be dangerous</i> <i>Don't leave the mug up there. It could fall off and be broken.</i></p>	
<p>Past obligation Had to/ didn't have to Needed/ didn't need to</p>	<ul style="list-style-type: none"> To state obligations in the past. <i>I couldn't stay longer at the party as I needed/ had to leave for job.</i> To indicate the lack of obligation in past experiences/events <i>I didn't have to/need to go to the school because the lecture had already been dismissed. (I didn't go).</i> 	
<p>Passives with modals Passives with all tenses</p> <p><i>For C Level students simple present and past passive forms will be shown first. A few weeks later, other forms will be studied.</i></p>	<ul style="list-style-type: none"> To express present ability/ future possibility: The treasure <i>can be found</i> if they search with a gold detector. To express necessity/advisability/ suggestions: She <i>must be rewarded</i> because of her hard work. He <i>ought to be taken</i> into custody for conducting an illegal issue. To use passive in tenses they have covered so far 	<p>Can/could/may/might be + past participle</p> <p>Must be/ought to be/should be + past participle</p>
<p>Impersonal 'it'</p>	<p>"It" structures:</p> <ul style="list-style-type: none"> ❖ Impersonal "it" in Passive Constructions: <ul style="list-style-type: none"> • use 'it' as the subject in passive constructions to form formal written statements. • construct sentences using impersonal 'it' with verbs like believe, consider, say, think, and understand. <i>Scientists believe that...</i> <i>It is believed that humans being have been evolving for millions of years</i> <i>It has been suggested that...</i> ❖ It + Adjective Constructions: 	<p>Used with words like: believe, consider, say, think, understand</p>



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	<ul style="list-style-type: none"> • form sentences using 'it' followed by an adjective to describe situations or states. • use 'it + adjective + to + V1' structures correctly in sentences. <i>It is difficult to find time to prepare meals every day.</i> ❖ It + Adjective + for (Object) + to + V1: <ul style="list-style-type: none"> • construct sentences using 'it + adjective + for (object) + to + V1' to express opinions or situations. <i>It is difficult for many adults to find time to prepare meals every day.</i> ❖ It + Adjective + That Clauses: <ul style="list-style-type: none"> • use 'it is accepted, clear, evident, obvious, certain, indisputable, or true that...' constructions correctly in sentences. • form sentences using 'it is likely, possible, unlikely, impossible that...' to express probability or possibility. <i>It is accepted, clear, evident, obvious, certain, indisputable, or true that...</i> <i>It is likely, possible, unlikely, impossible that...</i> ❖ It Appears/Seems That: <ul style="list-style-type: none"> • use 'it appears that...' and 'it seems that...' constructions to express observations or suppositions. 	
Relative Clauses (Defining vs non-defining)	<ul style="list-style-type: none"> • To provide some additional information that is not essential about the person or thing mentioned. (Non-defining RC) Paris, <i>which</i> is the capital of France, is known for its art, fashion, and culture. • To give essential information about the person or thing mentioned. (defining RC) 	Who Which Where When Whose Whom



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COURSE OBJECTIVES



	The student <i>who</i> scored the highest on the exam will receive a scholarship	THAT (only with defining RC)
IF Conditionals Type 0 Type 1 Type 2 (hypothetical situations)	<ul style="list-style-type: none"> To express something which is always true or to talk about something which happens as a result of something else If/When the temperature <i>falls</i> below 0°C, water <i>turns into</i> ice. To express a real or very probable situation in the present or future If John <i>works hard</i>, he <i>will make</i> more money. To express imaginary or improbable situations which are unlikely to happen in the future (unlikely future): If my car <i>broke down</i>, I <i>would take</i> the train To express imaginary or improbable situations which are unlikely to happen in the present (unreal present): If I <i>found</i> some money, I <i>would keep</i> it. 	If/When Will In case Unless
Wish/ If Only (Present/Future)	<ul style="list-style-type: none"> To talk about unreal present situations: I wish/If only I weren't outside now. To talk about unreal future situations I wish/If only he would change his mind I wish/If only Alice could come with us next week 	Wish/If only + sbj + past simple Wish/If only + sbj+ would/could + V-infinitive
Discourse Markers As well as, not only but also, also, moreover, furthermore, in addition, additionally, alternatively, instead, besides, too, what's more, on top of this, In other words; in a sense; that is;	<ul style="list-style-type: none"> To link a clause with additional information and give supporting detail To clarify/reformulate what has been stated 	



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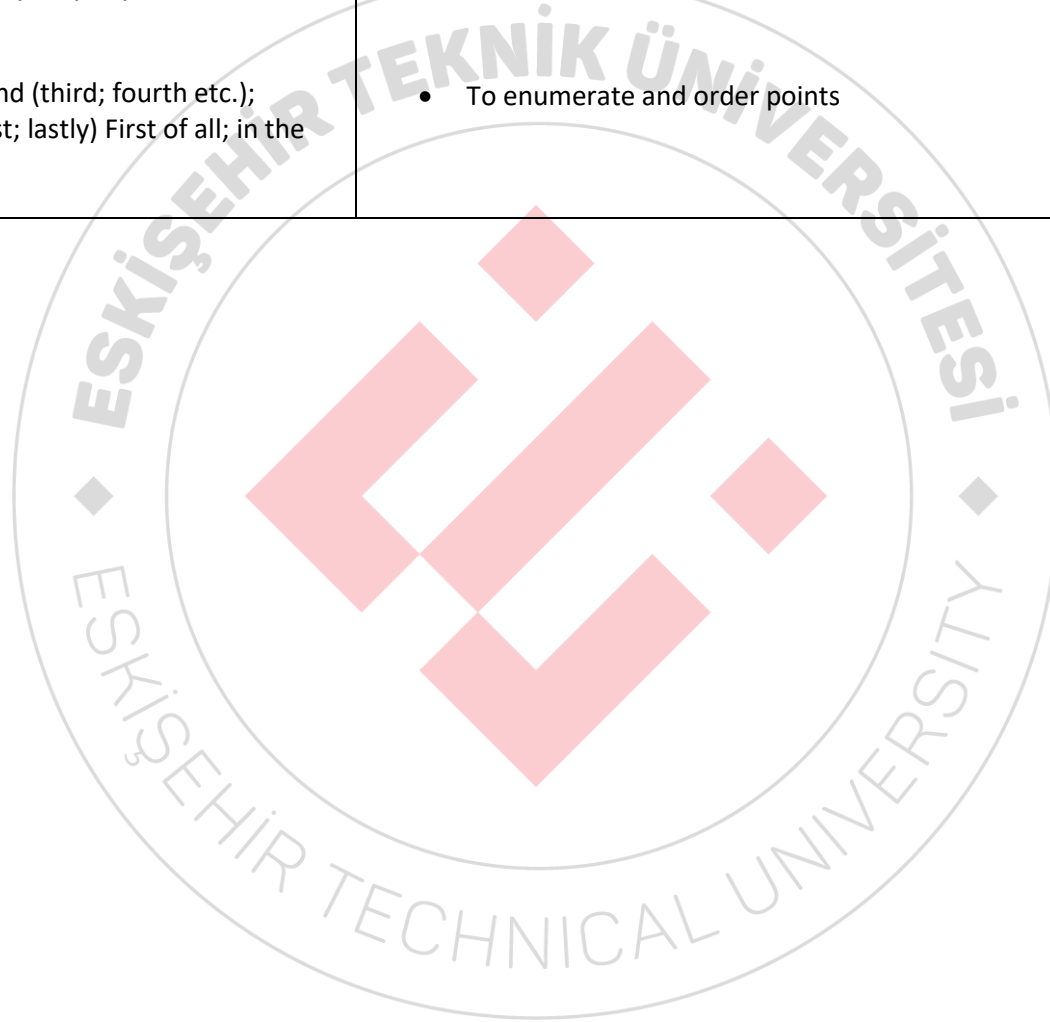


However, in fact, on the other hand, rather, in contrast, on the contrary, nevertheless, despite the fact that, despite/in spite of, similarly, though, actually, anyway, as a matter of fact, at the same time

To begin with; first; firstly; second (third; fourth etc.); secondly; (thirdly and finally; last; lastly) First of all; in the first place; last of all

- To compare ideas and to introduce an idea that contrasts with expectations

- To enumerate and order points





B2 LEVEL

B2 Level Reading

From CEFR

1. Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources, such as dictionaries selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.
2. Can scan quickly through long and complex texts, locating relevant details.
3. Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted.
4. Can recognise when a text provides factual information and when it seeks to convince readers of something.
5. Can recognise different structures in discursive text: contrasting arguments, problem–solution presentation and cause–effect relationships.
6. Can understand lengthy, complex instructions in their field, including details on conditions and warnings, provided they can reread difficult sections.
7. Can identify related or repeated information in different parts of a text and merge it in order to make the essential message clearer.

From EAQUALS

1. Can rapidly grasp the content and the significance of news, articles and reports on topics connected with their interests or job, and decide if a closer reading is worthwhile. (presentation skill)

From GSE

1. Can identify the main conclusions in a text that presents and contrasts arguments in a clearly signalled way. (Ca)
2. Can research a topic by reading simple academic texts. (P)
3. Can understand simple metaphors in an academic text. (P)
4. Can recognise inferred meaning in a structured text, if guided by questions. (P)
5. Can identify the use of paraphrasing in a simple academic text. (P)
6. Can identify language used to persuade the reader. (Wa)
7. Can distinguish between fact and opinion presented in academic texts on familiar topics. (P)
8. Can critically evaluate the quality of sources used in a simple text. (P)
9. Can identify the main organising themes of simple academic texts in their field of specialisation. (P)
10. Can critically evaluate the effectiveness of a simple problem-solution essay. (P)
11. Can distinguish supporting details from the main points in a text. (P)
12. Can recognise the use of cohesive devices to link ideas within and between paragraphs in a written text. (Wa)



13. Can understand the tone, the author's purpose and intended audience. (P)
14. Can interpret the main message from complex diagrams and visual information. (P)
15. Can understand the use of numerical data in graphs and charts in a linguistically complex academic text, if guided by questions. (P)
16. Can identify the main line of argument in an academic text. (P)
17. Can identify examples in an academic text to support an argument. (P)
18. Can critically evaluate the effectiveness of a simple argumentative essay. (P)
19. Can summarise, comment on and discuss a wide range of factual and imaginative texts. (Ca)

B2 Level Writing

From CEFR

1. Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources. (overall written production)
2. Can produce an essay or report which develops an argument, giving reasons in support of or against a particular point of view.

From EAQUALS

1. can write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of my mistakes in the process.

From GSE

1. Can support ideas with relevant examples. (P)
2. Can write a strong topic sentence within a clear paragraph. (P)
3. Can write an introduction to a simple academic essay. (P)
4. Can take notes on a presentation or lecture in their field of specialisation. (P)
5. Can signal that two ideas are similar when writing a simple academic text by using discourse markers. (P)
6. Can clearly signal the difference between fact and opinion in structured text. (P)
7. Can reformulate an idea in different words to emphasise or explain a point. (P)
8. Can write a structured text clearly signaling main points and supporting details. (P)
9. Can create a simple research poster to present research in their field of study. (P) (presentation)
10. Can clearly signal problem and solution relationships in structured text. (P)



11. Can use statistical data, fractions, and percentages in an academic text. (P)
12. Can present additional ideas using a range of linking words and phrases. (P)
13. Can write an academic report, if provided with a model. (P)
14. Can employ simple time-saving strategies when taking notes (leaving out words, abbreviations etc.). (P)
15. Can signal cause and effect relationships when writing an academic text by using discourse markers. (P)
16. Can structure longer texts in clear, logical paragraphs. (P)
17. Can use correct formatting in an academic essay. (P)
18. Can give a structured written explanation of a problem. (Ca)
19. Can correct errors in a piece of academic writing if helped to identify them first. (P)
20. Can make detailed comments about numerical information in graphs and charts. (P)
21. Can use fact and opinion effectively in writing. (P)

B2 Level Listening

From CEFR

1. Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.
2. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
3. Can 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 his/her field of specialisation.
4. Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.
5. Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.
6. Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.
7. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect well enough to follow the main theme.



From EAQUALS

1. Can understand in detail what is being said in standard spoken language.
2. Can follow the essentials of lectures, talks and reports and other forms of complex academic or professional presentation in their field.
3. Can generally follow the main points of extended discussion around.

From GSE

1. Can recognise generalisations and their supporting ideas. (P)
2. Can recognise that a speaker has paraphrased ideas in a simple presentation or lecture.
3. Can critically evaluate the main points of a straightforward presentation or lecture.
4. Can follow a natural group discussion but may find it difficult to participate effectively.
5. Can identify details that support a point of view when taking part in a general discussion.
6. Can extract the main points from a recorded speech with opinions, arguments and discussion.
7. Can understand main points and check comprehension by using contextual clues.
8. Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
9. Can distinguish between fact and opinion in informal discussion at natural speed.
10. Can understand the advantages and disadvantages of different options during a discussion.
11. Can recognise the speaker's point of view in a structured presentation.



B2 Level Speaking

From CEFR

1. Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.
2. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
3. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.
4. Can exchange, check and confirm information.
5. Can understand in detail what is being said to in the standard spoken language even in a noisy environment.
6. Can engage in extended conversation on most general topics in a clearly participatory fashion with effective turn-taking.
7. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.
8. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.
9. Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker.
10. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.
11. Can give a clear, detailed description of how to carry out a procedure.
12. Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.

From EAQUALS

1. Can find out and pass on detailed information reliably, face-to-face and on the phone, asking follow-up questions and getting clarification or elaboration when necessary.
2. Can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.
3. Can summarise information and arguments from a number of sources, such as articles or reports, discussions, interviews, presentations, etc. (presentation)

From GSE

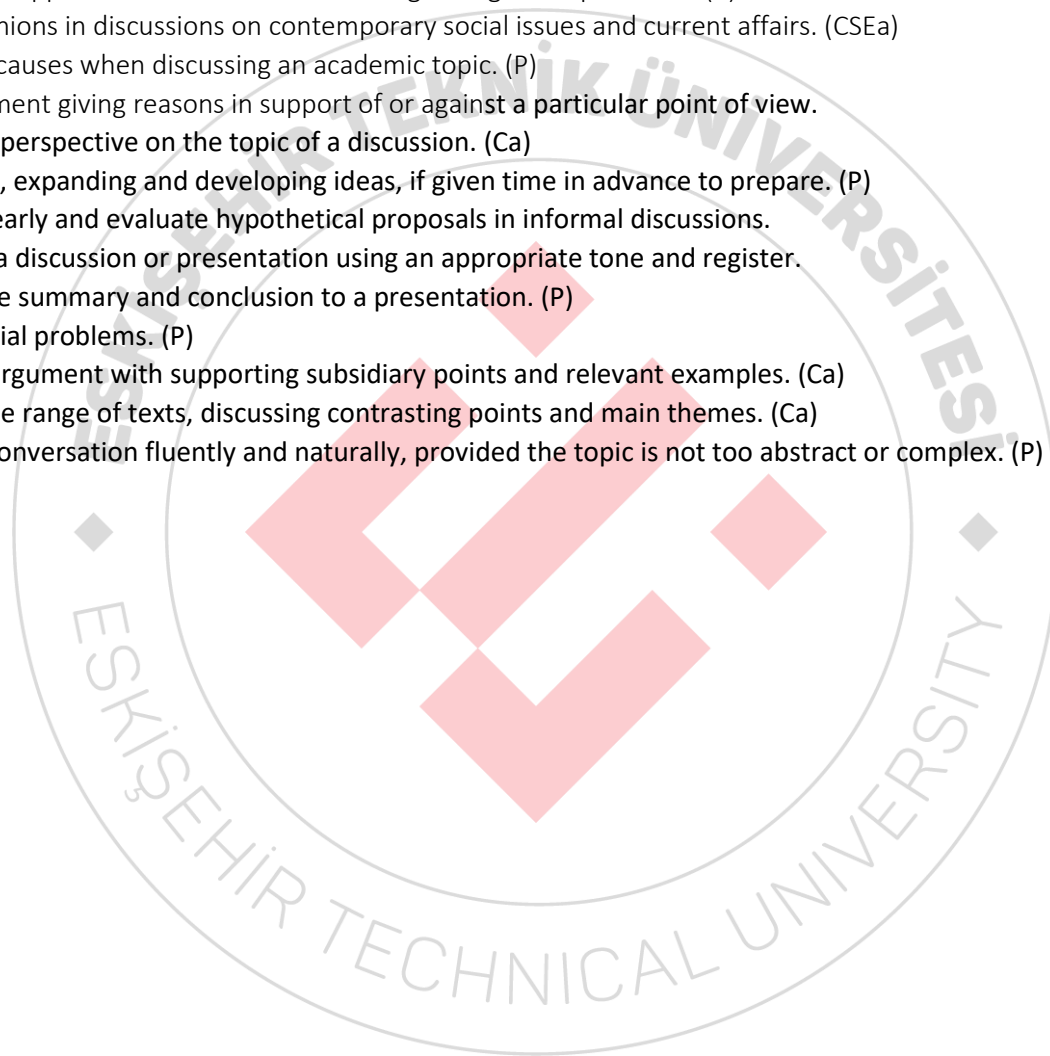
1. Can describe objects, possessions and products in detail, including their characteristics and special features. (P)
2. Can tell a short story about something funny or interesting that has happened, including detail to maintain the listener's interest. (P)



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3. Can discuss options and possible actions. (P)
4. Can show interest and appreciation in conversation using a range of expressions. (P)
5. Can express their opinions in discussions on contemporary social issues and current affairs. (CSEa)
6. Can speculate about causes when discussing an academic topic. (P)
7. Can develop an argument giving reasons in support of or against a particular point of view.
8. Can introduce a new perspective on the topic of a discussion. (Ca)
9. Can lead a discussion, expanding and developing ideas, if given time in advance to prepare. (P)
10. Can express views clearly and evaluate hypothetical proposals in informal discussions.
11. Can express ideas in a discussion or presentation using an appropriate tone and register.
12. Can make an effective summary and conclusion to a presentation. (P)
13. Can talk about financial problems. (P)
14. Can develop a clear argument with supporting subsidiary points and relevant examples. (Ca)
15. Can summarise a wide range of texts, discussing contrasting points and main themes. (Ca)
16. Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex. (P)





B2 Level Grammar Objectives:

Structure	Function	Supporting language work
<p>MODALS Past Deduction/certainty: Must/could/might/can't/couldn't + have + past participle</p> <p>Criticism/ Regret: Should have+ past participle</p>	<ul style="list-style-type: none">• To talk about logical probability in the past <i>Philip couldn't find his laptop and thought, 'I must have left it at home.' But when he called his roommate, he realized, 'I can't have left it there.' Then she wondered, 'Someone might have borrowed it without telling me.'</i>• To express moral obligation which was not fulfilled in the past <i>You should have let me know that you left. (It was your responsibility)</i>	
<p>Causatives</p>	<ul style="list-style-type: none">• To talk about services, things done for you: <i>In the wedding, the bride had a large cake made</i>• To allow sb to do sth: <i>Will the professor let you attend the lecture?</i>• To do a job that benefits sb else: <i>The charity organization helps the homeless to find shelter.</i>• To give someone the responsibility to do something <i>Dr John had his student take the placement exam.</i>• To convince to do something <i>Alice got her brother to take the medicine though it tasted terrible.</i>• To force someone to do something <i>A friend of mine made his children do their housework all the time.</i>	<p>Get/Have sth done</p> <p>Let sb do sth Help sb (to) do sth</p> <p>Make sb do sth have sb do sth get sb to do sth</p>



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Reduced Relative Clauses & Omission	<ul style="list-style-type: none">To define a noun by reducing a relative clause: The boy (who was) waiting in the hall expected a phone call. They produced plans (which had been) drafted by various consultant before making decisions.To omit object pronoun: (who/which/whom) The film (which) we watched yesterday was fantastic. The writer (who/whom) we met last weekend is very famous.	<ul style="list-style-type: none">Replacing of subject pronoun + auxiliary verb with participle -ed/ing
REPORTED SPEECH	<ul style="list-style-type: none">To report news, conversations <i>Jane told me that she wasn't happy in her marriage, she thought she would get divorced.</i>To report questions: <i>He asked (me) if/whether...</i> <i>He asked (me) why/ when/ where/ what/how...</i>To report orders/instructions <i>He told me to close the window</i>	Yes/no vs WH Qs, ask sb to/if (whether) Tell sb to....
Reporting Verbs	<ul style="list-style-type: none">To report conversations, events and situations She claimed (that) she had been asleep when it took place. His doctor advised him to take time off work (+to do sth) He told me that he was ill. He told me to go.	Attitude and interpretation verbs: Advice, recommend, allege, beg, blame, persuade, insist, suggest, deny, admit, accuse, advise, demand, complain, remind, claim, warn... Choosing the appropriate clause type - "that" or "infinitive"
Noun Clauses	<ul style="list-style-type: none">To replace nouns in the subject and object position: <i>I don't remember where I left my wallet.</i> <i>Do you know how to make a cake?</i>	Wh question words Where, when, how, what etc... Yes/No questions



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	<p><i>Jane didn't know whether Amy was going to the party or not.</i> <i>I don't know if it snowed on Sunday.</i></p> <ul style="list-style-type: none"> To use after adjectives and nouns which express feelings, mental states, necessity, possibility, fact or truth (angry, convinced, crucial, essential, likely, probable...etc.) <p><i>I'm sure (that) I left my phone at home.</i> <i>I'm glad(that) you did well on the exam.</i></p>	That
Hypothetical Situations		
3rd Conditionals	<ul style="list-style-type: none"> To talk about hypothetical/ impossible past situations: <i>If she had woken up earlier she wouldn't have missed the bus.</i> 	Present fact – past consequence
Mixed Conditionals:	<ul style="list-style-type: none"> To link past and present situations <p>Present fact – past consequence: <i>If I were a man, they would have given me the job.</i></p> <p>Past action – present consequence: <i>If I had won the lottery, I would be rich.</i></p>	Past action – present consequence
If Only/ Wish (Present/Past)	<ul style="list-style-type: none"> To express wishes about the present, future or generally: <i>If only/I wish I was studying the history of fashion instead of biology!</i> <i>If only/I wish I could fit into those jeans!</i> To express wishes/regrets about the past: <i>If only/I wish I'd known Burtons were having a sale last week.</i> 	
Alternatives to if	<ul style="list-style-type: none"> To express a command or requirement: <i>Jack will attend the party only if his wife can come with him.</i> 	Only if... As long as, so long as,



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	<p><i>You can stay at my place as long as you keep it clean and tidy</i></p> <p><i>We can go to the beach tomorrow provided that the weather forecast is good.</i></p> <p><i>You can stay out late so long as you call me to let me know.</i></p>	provided that
Passive Gerunds / Infinitives	<ul style="list-style-type: none">• To use gerunds as objects of prepositions Are you afraid of <i>being</i> the last one?• To use gerunds after nouns + of (<i>the benefit of, the cost of, the danger of</i>)• To use verbs that take the infinitive after a direct object: Verb+ object+infinitives (<i>encourage somebody to do something</i>)• Idiomatic Expressions It is no use; it is no good; feel like; look forward to; be/ get accustomed to; can't help. Passive gerunds She <i>couldn't stand being laughed at</i> by her classmates.• To use verb+ object+infinitives Advice somebody to do something.• Infinitives after adjectives and nouns The student <i>was ready to take</i> the exam. It was an <i>honor to meet</i> you.• Passive infinitive to express an opinion on ideas of others Charles <i>is known to be</i> a good teacher. The Native Americans <i>are believed to have come</i> from Asia.	<p>Similar meanings of infinitives versus gerunds (begin, love, continue, start)</p> <p>Different meanings of infinitives versus gerunds (see/remember/forget/stop/regret/try)</p>



Pronunciation Objectives

A1 – A2 Level

Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.

1. Can use the prosodic features of a limited repertoire of simple words and phrases intelligibly in spite of a very strong influence on stress, rhythm and/ or intonation from other languages they speak, their interlocutor needs to be collaborative.
2. Can reproduce sounds in the target language if carefully guided.
3. Can articulate a limited number of sounds, so that speech is only intelligible if the interlocutor provides support (e.g. by repeating correctly and by eliciting repetition of new sounds).

A2 – A2+ Level

Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from other language(s) they speak on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.

1. Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds.
2. Systematic mispronunciation of phonemes does not hinder intelligibility, provided the interlocutor makes an effort to recognize and adjust to the influence of the speaker's language background on pronunciation.
3. Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation and/or rhythm from other language(s) they speak.
4. Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.



B1 – B1+ Level

Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) they speak.

Generally intelligible throughout, despite regular mispronunciation of individual sounds and words they are less familiar with.

Can convey their message in an intelligible way in spite of a strong influence on stress, intonation and/or rhythm from other language(s) they speak.

B2 Level

Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) they speak, but has little or no effect on intelligibility.

1. Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message they intend to convey, though with some influence from other languages they speak.
2. Can articulate a high proportion of the sounds in the target language clearly in extended stretches of production; is intelligible throughout, despite a few systematic mispronunciations.
3. Can generalise from their repertoire to predict the phonological features of most unfamiliar words (e.g. word stress) with reasonable accuracy (e.g. whilst reading).

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