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B1 SYLLABUS – AT A GLANCE

Course Timeline Summary

- Weeks 11–21 – Core Instruction: Language Hub Units 1–12 + Writing & Speaking tasks
- Week 16 and 21 – Midterm Exams: No regular lessons on exam days

Assessment Overview

- Listening and Reading Quiz (Week 13): Details are provided in test specifications.
- **Midterm Exam 3**
 - a) Speaking Task (Week 14): Details are provided in test specifications.
 - b) Written Exam (Week 16): Grammar, Vocabulary, Listening, Reading, Writing
- Writing Quiz (Week 19): Details are provided in test specifications.
- **Midterm Exam 4**
 - a) Speaking Task (Week 21): Details are provided in test specifications.
 - b) Written Exam (Week 21): Grammar, Vocabulary, Listening, Reading, Writing
- Workbook, Mock Exam, Checklist & Online Practice: Continuous assessment

Course Materials

- Main Coursebook: Language Hub Pre-Intermediate B1 (Macmillan)
- Writing: Final Draft 1
- Vocabulary Pack
- Speaking Pack
- Mediation Pack
- Digital: Macmillan Student's App, LMS platform

B1 COURSE OVERVIEW & LEARNING OUTCOMES

This B1-level course is aligned with the Common European Framework of Reference for Languages (CEFR), the Global Scale of English (GSE), and the EAQUALS Accreditation Scheme. It aims to build essential vocabulary and grammar, develop all five language skills (listening, speaking, reading, writing and mediation), and prepare students for progression to B1+.

The program is built around clearly defined learning outcomes, reflecting CEFR descriptors for B1. Lessons, classroom tasks, and assessments are designed to ensure consistent progress and increasing learner autonomy.

Target Learners

The course is intended for learners transitioning from basic to pre-intermediate level, who now need to engage with more complex texts, longer conversations, and structured written expression.

A2 level students move directly to the B1 level after completing the level. No exit-level pass/fail exam is administered for them.

Additional A2 level support materials (e.g., grammar video reviews) are available for learners who need to reinforce foundational knowledge.

Course Structure

- **Total Duration:** 11 weeks
- **Weekly Contact Hours:** 26 hours
 - 16 hours Main Course (*Language Hub B1*)
 - 6 hours Writing (*Final Draft 1*)
 - 4 hours Speaking (*Speaking Pack, Functional Language Tasks*)

General Learning Outcomes (CEFR B1 Level)

Reception

- Understand the main points in clear, connected speech on familiar topics in everyday or academic life.
- Read and comprehend straightforward texts such as articles, emails, and brochures that deal with familiar subjects.

Production

- Write simple connected text on familiar topics using basic linking words (e.g. and, but, so, because).
- Speak about past experiences, future plans, and personal preferences using simple

sentences, even if grammar and vocabulary control is limited.

Interaction

- Initiate, maintain, and close simple conversations in familiar contexts, and participate in discussions by expressing opinions.
- Can ask for repetition or clarification to overcome simple communication problems.

Lifelong Learning Skills

- Use basic digital and AI-supported tools (e.g., apps, online dictionaries) with guidance during class tasks.
- Set simple learning goals, reflect on progress, and show responsibility for personal learning.
- Collaborate with peers by contributing ideas, taking turns and supporting others in pair or group activities.
- Participate in tasks that promote respect, inclusion, environmental and intercultural awareness.

ⓘ For a complete breakdown of CEFR-aligned descriptors used for instruction and assessment, see the next section: *Detailed CEFR Skill Descriptors*.

Final note:

We are committed to supporting every student on their journey to English proficiency—lesson by lesson, task by task.

*For a weekly plan with Language Hub units, grammar points, and skill focus, please refer to the "Weekly Syllabus Grid" (provided separately). Portfolio tasks and assessment rubrics are also available.

COURSE PREREQUISITES

To start this course, students must have completed A2 level at ADU SOFL. Students with gaps in A2 level knowledge may complete these gaps through remedy lessons.

Recommended Prior Knowledge and Skills (CEFR A2)

- understand frequently used expressions in areas such as daily life, shopping, travel, and work.
- read short simple texts and extract key information.
- express themselves in simple connected sentences (using connectors such as *and*, *but*, *because*)
- engage in everyday conversations on familiar topics.
- produce basic written texts (e-mails, short messages, notes)

Course Overview	Details
A2 Knowledge	Formal A2 course is recommended; A2 skills are expected.
Extra Support	Remedy lessons available.
Course Progression	Students complete B1, then proceed to B1+.
Final Exam (FE)	Completion of all levels is required to take the Final Exam.
Proficiency Exam (YDYS)	Can be taken without completing A2–B1+ levels.

COURSE DURATION

The B1 level course is a continuation of the A2 course and is scheduled across 11 weeks, building directly on the foundational skills developed in the previous stage. The course is structured to allow sufficient time for skill development, consolidation, and assessment in alignment with CEFR B1 standards.

Course Component Details

Component	Details
Total Course Length	11 weeks
Weeks of Study	Weeks 11-22 in the academic calendar
Instructional Weeks	Weeks 11-22 – Core instruction and skills integration
Assessment Weeks	Mid-Term Exams are conducted in Week 16 and Week21. (no regular instruction during exam days)
Total Contact Hours	260 hours (10 instructional weeks x 26 hours, excluding Assessment Hours)
Delivery Mode	Face-to-face instruction with integrated digital platform support (Macmillan Student's App)

Important Notes:

- No new orientation week is planned, as students will already be familiar with the platforms and procedures from A2.
- Week 16 and 21 are partly dedicated to Mid-Term Exams. No regular instruction is provided on exam days.
- 3rd Midterm Speaking Exam is conducted in Week 14 throughout Speaking Classes.

COURSE OBJECTIVES- Detailed CEFR Descriptors

This course aims to help students transition from basic to independent English use at the B1 level of the Common European Framework of Reference for Languages (CEFR). Students will develop receptive, productive, and interactional language skills through a communicative and integrated-skill approach. Lessons are based on *Language Hub Elementary (B1), Final Draft 1*, and *In-house Materials* with extra practice through online tools.

1. Receptive Skills

a. Listening

Sub-skill	Can-Do Statement
General Comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in school, work, or leisure.
Keyword Recognition	Can identify key information and specific vocabulary in longer, connected speech on familiar topics.
Specific Information	Can extract specific details from recorded messages (e.g. times, places, instructions), even when speech includes some non-essential information.
Contextual Understanding	Can follow classroom or work-related instructions even if some unfamiliar vocabulary is used, provided the topic is familiar.
Discourse Sequencing	Can understand and use common discourse connectors (e.g. however, because, after that) to follow and link ideas in spoken and written texts.
Inference	Can guess the meaning of unfamiliar words and infer the speaker's mood or opinion from context and tone.
Interactive Listening	Can follow and understand the reasons behind agreement or disagreement in a conversation on familiar topics.

b. Reading

Sub-skill	Can-Do Statement
Personal Correspondence	Can understand personal emails, letters, or posts giving advice or opinions.
Reading for Gist	Can understand the main message in blogs, reviews, or articles.

Scanning	Can identify the main conclusions in clearly signalled argumentative texts.
Argument Comprehension	Can follow structured opinions in short informative texts.
Vocabulary Deduction	Can guess word meanings from context and word families.
Reference Tracking	Can follow referencing and cohesive devices between ideas.
Functional Texts	Can understand clearly written, straightforward instructions for a piece of equipment.

2. Productive Skills

a. Speaking – Interaction

Sub-skill	Can-Do Statement
Social Conversation	Can take part in routine conversations on familiar topics.
Initiating Exchanges	Can start, maintain, and end conversations politely.
Expressing Opinions	Can ask for and express opinions clearly.
Agreement & Disagreement	Can agree/disagree politely using common expressions.
Clarification	Can ask for clarification or confirmation and check understanding to keep the conversation going.
Repair Strategies	Can manage communication breakdowns with simple phrases.

b. Speaking – Production

Sub-skill	Can-Do Statement
Describing Experiences	Can describe personal events and future plans using connected speech.
Narrating Events	Can narrate short stories with sequencing (e.g. first, then, after that).
Explaining Preferences	Can give brief reasons and explanations.
Structured Speech	Can give a short and clear talk on a familiar topic, using basic linking words (e.g. and, but, because, so) to organize ideas and provide simple reasons or explanations.
Fluency	Can speak understandably with limited hesitation.
Pronunciation & Intonation	Can use generally clear pronunciation and appropriate stress, though occasional mispronunciations may still occur.

c. Writing

Sub-skill	Can-Do Statement
Text Types	Can write clear and structured texts on familiar topics, (e.g. descriptions, personal opinions, reviews, emails, and short application letters etc.) using appropriate language, tone and organization for the task.
Paragraph Structure	Can write structured and connected paragraphs with clear topic sentences, relevant supporting details, and appropriate conclusions.
Cohesion	Can use basic linking words (e.g. and, but, because, so, then) to connect sentences and ideas in a text.
Sentence Control	Can write mostly accurate simple and compound sentences to express ideas clearly and link them using a range of common linking words.
Writing Mechanics	Can apply punctuation, capitalization, and spelling accurately and consistently to enhance clarity and coherence in written texts.
Task Relevance	Can stay on topic and complete writing tasks appropriately.
Editing & Awareness	Can make basic corrections in spelling, punctuation, and sentence structure using a checklist or teacher feedback.
Register & Style Awareness	Can use simple, appropriate language for different familiar audiences (e.g. friends vs. teachers) with some support.
Purposeful Writing	Can write texts that have a clear communicative purpose (e.g. to inform, to request, to describe, to persuade).
Use of Models and Scaffolds	Can use writing models, outlines, or prompts to plan and organize their own texts.

3. Lifelong Learning Skills

a. Mediation

Mediation Category	Can-Do Statement
Mediating a Text	Can summarize the main points in short, clearly written or spoken texts related to familiar subjects.
	Can relay simple information from short texts (e.g. posters, forms, simple blog posts) using simple, clear language.
Mediating Concepts	Can rephrase classroom instructions or academic tasks to help peers understand. Can support others in completing tasks by clarifying key ideas using paraphrasing or examples.
Mediating Communication	Can interpret meaning when classmates misunderstand each other during pair/group work. Can manage breakdowns in understanding by simplifying or reformulating ideas.

b. 21st Century Skills

Skill Area	Can Do Statement
Collaboration	Can work with classmates on simple group tasks and follow shared instructions.
Communication	Can express basic ideas and opinions in pair or group discussions using simple phrases.
Digital Literacy	Can use basic digital tools (e.g., learning apps, online dictionaries) with guidance.
Autonomous Learning	Can reflect on their learning progress with help and set simple goals for improvement.
Critical Thinking	Can ask and answer simple questions to understand problems and find basic solutions.
Creativity	Can participate in classroom activities that involve simple design, drawing, or role-play.
Time Management	Can follow a class schedule and meet short deadlines for tasks and assignments.

c. Sustainable Development and Inclusiveness

Skill Area	Can-Do Statement
Environmental Awareness	Can explain common environmental challenges (e.g. pollution, water use) and suggest basic actions.
Social Responsibility	Can express opinions about fairness, empathy, and cultural understanding in group discussions.
Participation	Can participate actively in tasks related to community, health, or the environment.
Inclusiveness	Can show respectful behaviour toward different perspectives and diverse group members.

d. Ethical Use of Artificial Intelligence (AI)

Skill Area	Can-Do Statement
Understanding AI Tools	Can explain how everyday AI tools (e.g. translators, chatbots) function in simple terms.
Responsible Use	Can describe ethical rules for using AI tools and recognize inappropriate uses.
Academic Integrity	Can explain the importance of giving credit, avoiding plagiarism, and asking permission.
Reflection	Can express personal opinions on the benefits and risks of AI tools in learning contexts.

 COURSE MATERIALS & PLATFORMS

The B1 level course makes use of a range of institutional and publisher-supported materials to ensure integrated skill development, CEFR-aligned progression, and learner autonomy. All resources are selected by the Material Selection and Development Unit in line with B1-level descriptors and the course syllabus.

Language Hub Pre-Intermediate (B1) Student's Book: Used in main course lessons.

Lessons follow 12 units, completed over a 10-week period. Interactive tasks from the book help students develop speaking, listening, and vocabulary skills.

Language Hub Pre-Intermediate (B1) Workbook: Assigned weekly to consolidate grammar and vocabulary presented in the Student's Book. Includes grammar reference and self-check activities.

Language Hub Pre-Intermediate (B1) Student's App: Provides digital listening, grammar, and vocabulary practice. Students are expected to regularly use the app for reinforcement. Access is available via macmillaneducationeverywhere.com.

Final Draft 1 (Writing Book): Used in writing lessons to guide students in producing well-organized paragraphs and using academic writing conventions at a basic level.

Vocabulary Pack*: Is a core study resource that includes all target words with their examples and pronunciations that B1 level students are responsible for.

Mediation Pack*: Includes practical activities and essential information about mediation skills.

Speaking Pack*: Helps students improve their speaking skills through level-appropriate and communicative tasks.

Supplementary Practice Materials: Includes in-house worksheets*, authentic materials (maps, tickets, posters, songs, videos, social media posts, menus etc.), review activities, and skill-based packs that complement weekly instruction and assessment focus.

! * These materials are selected or prepared by Material Selection and Development Unit.

Review Tests: Optional quizzes and digital tasks shared throughout the course to support revision and individual practice.

Remedy Lessons: Weekly support sessions are provided to help students who need extra practice. Topics are selected based on student feedback and may include grammar, writing, vocabulary, or listening.

Mock Exam: A full mock midterm exam is administered once before the first midterm exam of each level to help students prepare for format, timing, and content.

ATTENDANCE AND PARTICIPATION

Students are expected to attend at least **80% of all face-to-face classes throughout the academic year**. Attendance is monitored on a **yearly basis**, not separately for each course.

Failing to meet this requirement will result in **automatic failure of the preparatory program**. Active participation in all learning activities—including classroom tasks, asynchronous assignments, and collaborative work such as pair and group activities—is essential for success. Missing classes, arriving late, or participating passively will negatively affect your overall language development and performance.

PLAGIARISM

Plagiarism is considered a serious violation of academic principles and is explicitly addressed in the Student Disciplinary Regulation. Any form of plagiarism will not be tolerated, and **such work will not be evaluated under any circumstances**. The following actions are classified as plagiarism and will automatically receive **zero points**:

- Reusing your own previous work or another assignment without approval,
- Submitting another student's work as your own,
- Compiling phrases or sections from multiple sources and presenting them as original,
- Using content from published materials without quotation marks or appropriate citation.

COPYRIGHT COMPLIANCE

Students are required to use only **original and legally obtained course materials**. Bringing **pirated or unauthorized copies** into the classroom is strictly prohibited. Reproducing, storing, or distributing copyrighted content in any form—digital, printed, or recorded—without the copyright holder's prior permission is not allowed.

ASSESSMENT

Throughout the B1 course, students are assessed through **a combination of summative and formative tools** that reflect **CEFR-aligned communicative competences**. The summative assessment includes two midterm exams and two quizzes. Each midterm covers the four core language skills (Reading, Listening, Writing, Use of English), while Speaking is assessed separately but included in the midterm grade. All written components of midterm exams are assessed by two instructors for consistency. Speaking is audio-recorded and scored using standardized rubrics developed by the testing unit.

ASSESSMENT & EVALUATION TABLE (A2 → B1 → B1+)

Component	Weight	Course
A2		A2
Quiz 1	3%	A2
Quiz 2	3%	A2
Midterm Exam 1	5%	A2
Midterm Exam 2	5%	A2
Online Assignment (A2)	3%	A2

B1		B1
Quiz 3	3%	B1
Quiz 4	3%	B1
Midterm Exam 3	5%	B1
Midterm Exam 4	5%	B1
Online Assignment (B1)	1,5%	(B1 and B1+ combined under one heading on OBiS)
In-class Performance 1	3%	B1
B1+		B1+
Quiz 5	3%	B1+
Quiz 6	3%	B1+
Midterm Exam 5	5%	B1+
Midterm Exam 6	5%	B1+
Online Assignment (B1+)	1,5%	(B1 and B1+ combined under one heading on OBiS)
In-class Performance 2	3%	B1+
Final Exam (All Levels)	40%	A2–B1–B1+
★ TOTAL DISTRIBUTION		

- **A2 = 19%**
- **B1 = 20,5%**
- **B1+ = 20,5%**
- **Final Exam = 40%**

→ **Total = 100%**

Student Awareness of Assessment

Students are already well-informed about **assessment structure**, **grading criteria**, and **exam types** as they have already taken similar exams at A2 level. However, these explanations are **revisited before exams by class counsellors** to ensure all learners clearly understand:

- Exam formats (e.g. question types, number of items),
- Scoring systems,
- Assessment expectations at B1 level.

❖ **Before each exam**, students are provided with **test specifications** for each component (e.g. listening, reading, writing). These documents include:

- Skills assessed,
- Task types
- Scoring breakdown.

This approach promotes **transparency**, **student readiness**, and aligns with **EAQUALS principles of learner awareness and assessment clarity**.

Assessment Feedback and Appeals

Students receive written or oral feedback on all major assessments. They may request clarification or appeal their results by contacting their class counsellor in accordance with institutional procedures.

a. Midterm Exams (Midterm 3 & Midterm 4)

All written components are subject to double marking, and speaking components are evaluated using standardized rubrics. The Testing Unit coordinates internal moderation procedures to ensure fairness and inter-rater reliability in alignment with CEFR standards and institutional policy.

❖ Assessment Structure Overview

Component	Skills Assessed	Format	Points	CEFR Focus
🎧 Listening	Main ideas, specific info	1–2 audio tracks, MCQ, T/F, matching, gap-fill	15	Understand the main points and important details in clear speech or texts on familiar topics (B1)
📖 Reading	Detail, gist, vocabulary	1–2 short passages, gap-fill, MCQ, T/F, matching	15	Understand longer texts on familiar subjects and identify

				main ideas and some details (B1)
 Use of English	Grammar, vocabulary	MCQ, sentence rewrite, correction, fill-in	15+15	Use a range of simple and some complex structures with reasonable accuracy in familiar situations (B1)
 Writing 3	Paragraph writing	150–200 words, 1 of 2 topics, rubric-based scoring	20	Write straightforward, connected texts on topics which are familiar (B1)
 Writing 4	Paragraph writing	150–200 words, 1 of 2 topics, rubric-based scoring		Write straightforward, connected texts on topics which are familiar (B1)
 Speaking 3	Interaction, description	Conducted in class, personal questions/tasks	20	Handle short conversations on familiar topics, expressing opinions and exchanging information (B1)
 Speaking 4	Extended production	Pick a card and answer 3 questions about a specific topic		Express personal opinions and describe past experiences and future plans (B1)

 Total written exam duration: 75–90 minutes

 Speaking exams are conducted separately in Week 14 (Speaking 3) and Week 21 (Speaking 4).

 All written exam components are assessed by two instructors. Speaking 4 is evaluated by two instructors (one course teacher and one external rater). Standardized rubrics aligned with CEFR descriptors are used in all skill areas.

Midterm Exam Implementation Plan – B1 Level

1. Listening Component

Format: Based on 1 or 2 audio tracks (short monologues, dialogues, or spoken instructions).

Tasks: Multiple choice questions, true/false, matching, gap-filling.

CEFR: *B1 – Can understand the main points of clear standard speech on familiar matters encountered in work, school, leisure, etc.*

2. Reading Component

Format: 1–2 short passages with accessible structures and medium length.

Tasks: Matching headings, gap-filling, open-ended or multiple-choice, true/false.

CEFR: *B1 – Can understand texts that consist mainly of high frequency every day or job-related language. Can understand the description of events, feelings and wishes in personal letters.*

3. Use of English Component

Grammar Focus: Tense forms (present simple/continuous, past simple/continuous, future forms, present perfect), pronouns, modals, questions forms, quantifiers, comparative-superlative, etc. (See Appendix)

Vocabulary Focus: High-frequency lexis from Language Hub B1.

Tasks: Multiple choice questions, sentence correction, rewrite (e.g. with prompts), fill in the blanks.

CEFR: *B1 – Can use a repertoire of frequently used patterns connected with predictable situations. Can communicate with reasonable accuracy in familiar contexts.*

4. Writing Section

Tasks: Produce a short narrative, descriptive or opinion paragraph of 150–200 words including a topic sentence, supporting details and concluding sentences.

Rubric: Developed by the testing unit, used by all instructors.

Assessment:

Read and evaluated by two instructors (one first reader + class counsellor for final check).

CEFR: *B1 – Can write straightforward connected text on topics that are familiar or of personal interest.*

Writing Component Details

- Task: Write a 150–200-word paragraph on one of two provided topics
 - Topics are based on the Language Hub B1 coursebook or supplementary materials
 - Graded by two instructors using a CEFR B1-aligned rubric
 - CEFR Descriptor: “Can write connected text on familiar topics by linking ideas into a clear sequence using a range of simple connectors.”

5. Speaking Section

Speaking Component Details

B1 level speaking skills are assessed through two separate oral exams:

Speaking 3 – Conducted during the speaking course (linked to Midterm 3)

Speaking 4 – Conducted as an independent exam right after Midterm 4 (linked to Midterm 4)

Each exam is worth **20 points** and is scored according to a standard **CEFR-aligned rubric**.

Speaking 3 (In-class Speaking Assessment)

Timing: Week 14 or 15 (during speaking lessons)

Context: Based on in-class speaking activities assigned since Week 11

Tasks: expressing personal opinions, describing experiences and places in detail, handling every day and unexpected situations

Assessment Setting: Conducted during class time by the speaking course instructor

Recording: Yes – video-recording is required for standardization and review

Scoring: Only the speaking instructor grades the student using the rubric

CEFR: B1 – Can initiate and maintain conversations on familiar topics, describe experiences, and express opinions using connected speech.

Sample Tasks:

- Introduce yourself and give more details about your family, including their jobs, hobbies, and your relationship with them.
- Describe your typical day and explain how it changes on weekdays and weekends.
- Talk about what you did last weekend and give reasons why you enjoyed (or didn't enjoy) it.

Speaking 4 (post-midterm 4 Speaking Exam)

Timing: Immediately after Midterm 4 (Week 21)

Context: Includes all speaking themes and functions covered throughout the term

Tasks: Role-plays, short interactions

Assessment Setting: Conducted outside class hours in an allocated speaking exam slot

Recording: Yes – mandatory for QA and moderation purposes

Scoring: Done by two instructors:

1. The class's regular instructor
2. An external instructor (from another class)

Rubric: Unified institutional rubric, CEFR-aligned

CEFR: B1 – Can express personal information, experiences and opinions in connected speech, and briefly give reasons and explanations.

Sample Tasks:

- Introduce yourself and talk about your hobbies, explaining which one you enjoy most and why.
- Describe a memorable day or event in your life and explain why it was important for you.
- Talk about your future plans and give reasons why they are important to you.

Assessment Standards & Moderation

Standardization:

- Writing and speaking rubrics are prepared centrally by the testing unit.
- Writing and speaking rubrics are unified and used by all assessors.
- Written exams are checked first by one instructor, then reviewed by the class counselor.
- Training is provided to ensure inter-rater reliability between instructors.

* All the rubrics in B1 level are provided in the Appendix section.

Duration: 75–90 minutes for written exams

Speaking: 5-6 minutes for each participant

Modality: All written exams are conducted face-to-face and paper based.

Speaking recordings are used for internal moderation and sample preservation for EAQUALS audits.

b. Quizzes

Quiz	Format	Assessed by	Notes
Reading & Listening Quiz	1 reading + 1 listening	1 instructor	40–45 min, face-to-face; score entry on OBIS by counsellor
Writing Quiz	One paragraph	1 instructor + rubric	150–200 words; from course topics; score entry on OBIS by counsellor

Quiz Implementation Plan – B1 Level

A. Reading & Listening Quiz

Schedule: One combined Reading + Listening quiz per term (before midterm 3).

Materials:

- 1 reading passage (adapted from Language Hub or external B1-graded texts).
- 1 listening track (familiar topics like work, school, or free time, including short stories)

Format:

- Multiple choice, true/false, matching, and gap-filling.
- Total duration: 1 lesson hour (~40–45 minutes).

Assessment:

- Prepared by testing unit and graded by one instructor.
- Class counsellor enters results into OBIS.

CEFR: *B1 – Can understand longer and more detailed texts using common everyday or work-related language.*

B1 – Can understand the main ideas and important details in conversations or texts about familiar topics such as work, daily life, and interests.

B. Writing Quiz

Schedule: One writing quiz per main coursebook (before midterm 4).

Tasks: Students are asked to write a paragraph (150–200 words) on a topic covered in the *Language Hub B1 Main Course* book.

Writing Focus:

- Paragraph format and organization (topic sentence, supporting sentences, concluding sentence)
- Use of punctuation, grammar, appropriate connectors and cohesive devices

Assessment:

- Evaluated by one instructor using a standardized **B1-level rubric**.
- Class counsellor enters the scores into OBIS (Student Information System).

CEFR: *B1 – Can write straightforward connected texts on topics which are familiar or of personal interest.*

B1 – Can link a series of shorter discrete simple elements into a connected, linear sequence of points

Additional Notes

- All quizzes are **paper-based and conducted face-to-face**.
- Each exam result is considered part of **formative** and is used to give **feedback** to students after the announcement of the scores.
- Quiz scores **are not averaged with midterm grades**, but they appear as separate entries contributing to continuous assessment.

c. In-Class Performance (ICP)

Schedule:

- Continuous assessment throughout the semester.
- Performance monitored by course instructors during lessons.

Tasks: Evaluation of student behaviour and contribution in class based on five criteria:

- Attendance and punctuality (Attending classes regularly and arriving on time) - 10%
- Participation (Active involvement in class/group/pair activities etc.) - 35%
- Preparation (Coming prepared with materials) - 10%
- Assignment completion (Submitting/Completing assignments on time) - 10%
- Classroom conduct (Showing respect towards peers and the instructor and working well with them, maintaining appropriate behaviour during class sessions such as not sleeping and not paying attention to mobile phone except for lesson purposes) - 35%

Assessment:

- Evaluated by course instructors using a standardized rubric.
- Class counsellor records the final scores into the OBIS (Student Information System).

CEFR: *B1* – Can attend classes regularly and arrive on time with minimal support, showing responsibility for learning.

B1 – Can actively participate in pair/group activities, express opinions, and ask questions on familiar topics.

B1 – Can come prepared with necessary materials and use them effectively in class tasks.

B1 – Can complete and submit assignments on time, showing responsibility for requirements.

B1 – Can show respectful behaviour, cooperate in group tasks, and stay focused during class with occasional reminders.

d. Online Assignment

Schedule:

- One online assignment per course.
- Assigned through the Main Course book's online application.

Tasks:

- Online tasks focusing on **Reading, Grammar, and Vocabulary**.
- Activities selected from B1-level Main Course units.

Assessment:

- Completion and accuracy tracked via the online platform.
- Scores recorded into OBIS.

CEFR: B1 – Can understand straightforward online texts on familiar topics.

B1 – Can apply a wider range of grammar and vocabulary in online exercises.

B1 – Can complete short reading and language tasks with minimal support.

e. Formative Assessment & Tracking

Component	Frequency	Monitored by	Notes
Workbook Assignments	After each unit	Course instructor on Monday	Based on topics; checklists submitted to counsellor
Review Tests	After every 2 main course units	Counsellor after every two main course units	Language Hub Review Test PDF
Remedy Lessons	Weekly (in-class)	Course instructor	Focus on questions from workbook and online tasks

Homework & Workbook Implementation – B1 Level

1. Weekly Workbook Homework

Schedule: At the end of each unit, students are assigned workbook pages that correspond to the grammar and skills topics covered during that week, based on the Language Hub B1 curriculum.

Monitoring: Next **Monday**, the counsellor checks whether students have completed their workbook homework on LMS.

Formative Use: These records are used during the feedback sessions to support formative assessment and tailored remedy lessons.

CEFR: *B1* – Can follow clear, detailed instructions or explanations and complete more complex learning tasks independently

B1 – Can complete basic written exercises with familiar vocabulary and structures.

2. Review Tests

Tool: Every two units, students are given the **Review Test PDFs** from the LMS, aligned with the units they have completed.

Monitoring: Review completion is checked in the same manner as workbook tasks—by the instructor on Mondays, recorded in a checklist and submitted to the counsellor.

Purpose: These tasks serve both as revision and as **formative diagnostic tools** to identify gaps before midterm exams or speaking tasks.

CEFR: *B1* – *Can use familiar language flexibly in different contexts and apply previously learned material in new tasks.*

B1 – *Can reflect on their learning independently and set simple goals to improve.*

3. Remedy Lessons

Weekly Implementation: Each week, during the final Main Course hour, instructors conduct a short remedy lesson.

Focus: Students use their **Workbook tasks and Review results** to identify questions or areas they did not understand.

Goal: These lessons provide student-centred support and help close learning gaps.

CEFR: *B1* – *Can ask appropriate questions to check understanding or clarify specific information in more complex interactions*

B1 – *Can respond constructively to feedback and use it to plan and monitor future learning*

Glossary of Key Terms

CEFR – Common European Framework of Reference for Languages; defines language proficiency levels from A1 to C2.

OBIS – Online student information system used to check the grades and exam dates

Rubric – A scoring guide used to assess performance based on set criteria.

Mediation – A CEFR skill involving relaying, simplifying, or co-constructing meaning for others.

Formative Assessment – Continuous checks during learning used to give feedback and guide instruction.

Checklist – A weekly record of student task completion and participation.

Counsellor- A faculty member in the prep program who monitors students' academic progress, attendance, and class functioning; provides guidance and acts as a liaison between students and the academic staff.

LMS – Language Management System is an online platform where students can complete assigned workbook tasks and teachers can track their submissions. It allows teachers to monitor progress and identify missing work easily.

APPENDIX

B1 LEVEL LEXICAL AREAS AND TEXT TYPES

B1 Grammar Topics

B1 Grammar Topics
Present Simple vs. Present Continuous
Quantifiers (all / some / most / none / too / enough) (for functional use, not as core grammar)
Gerund & Infinitive
Past Continuous
Past Continuous vs. Past Simple
Future Form (will)
Future Form (be going to)
Modals (can / could / be able to / must / have to)
Articles (a / an / the / no article)
Used to
Zero conditional
First conditional
Comparatives (“as...as” will not be covered)
Superlatives
Passives – present & past passive
Present perfect (for, since, just, already, yet)
Present perfect vs. Past Simple
Relative clauses (defining) (who, which, that, where)

B1 Functional Language

B1 Functional Language
Describe personality
Give health tips
Express feelings
Talk about work
Talk about study
Describe places
Use phrasal verbs
Plan trips
Discuss hobbies
Shopping conversation
Talk about events

B1 Vocabulary Areas

B1 Vocabulary Areas
Relationships
People & Personality
Feelings
Places & Environment
Travel & Accommodation
Shopping & Money
Health & Lifestyle

Education & Work

Phrasal Verbs & Collocations

Arts, Music, Sports & Free Time

News & Life Events

B1 Listening Text Types

B1 Listening Text Types

Radio shows about interesting subjects such as nature wonders, health myths / devices etc.

Podcasts about familiar subjects such as music / films / books etc.

Conversations about free time activities

Job interviews

Lectures

Discussions about advertising campaigns

Story telling

B1 Reading Text Types

B1 Reading Text Types

Online articles about feelings, psychology and lifestyle

Articles about past experiences, tips for common subjects

Articles about future social lives, charities and health

Blogs about art, the effect of the internet and social media

Magazine articles about a technology, nature etc.

A news report about environment

Articles about news and trends

✓ Tips for Successful Learning

- Watch, listen to, and read all course materials your teacher shares with you—both in class and on youtube.com/c/aduydyo.
- Do your assignments and send them **before the deadline**. These tasks are **important** for your final grade.
- Try to **join the lessons actively**.
- Focus on learning **useful phrases and everyday sentences**, not only grammar rules—especially if you're at a lower level. Try to remember and use these expressions in daily life.
- **Work with your classmates** and help each other learn.
- Try your best, enjoy learning, and meet new people.
- And don't forget to **have fun!**

Evaluation Rubrics

PARAGRAPH RUBRIC		RANGE / GRADE
The paragraph has a clear topic sentence .		2 /
The paragraph has a clear concluding sentence .		2 /
The paragraph has three supporting sentences , and each supporting sentence includes a detail.		6 /
The paragraph fulfils the tasks provided in the outline.		2 /
The paragraph has no spelling, punctuation, or capitalization mistake(s) .		1 /
The paragraph is written in a proper format that includes a title, clear paragraphing, and indentation.		1 /
The paragraph follows a logical sequence of ideas and includes appropriate linking words / phrases .		2 /
The paragraph has a correct grammar structure.		2 /
The paragraph has appropriate and relevant vocabulary use.		2 /
TOTAL GRADE:		20 /
<u>ATTENTION!</u> - Off Topic: Not Evaluated OUT OF TOTAL POINT - 76-99 words: 2 Points Deducted (-2 points) - 51-75 words: 3 Points Deducted (-3 points) - Below 50: 5 Points Deducted (-5 points)	<u>ATTENTION!</u> - Off Topic: Not Evaluated OUT OF TOTAL POINT - 151-174 words: 2 Points Deducted (-2 points) - 175-199 words: 3 Points Deducted (-3 points) - Above 200: 5 Points Deducted (-5 points)	

E-MAIL RUBRIC		RANGE / GRADE
Format & Layout: The e-mail includes subject line, greeting, body, closing, and signature; paragraphs are clear.		3 /
Task Fulfilment: The e-mail clearly shows the purpose and answers all points of the task.		4 /
Organization & Cohesion: Ideas are in logical order (introduction, body, conclusion) and connected with linking words.		2 /
Mechanics: The email has no spelling, punctuation, or capitalization mistake(s).		2 /
Grammar: The e-mail includes mostly correct grammar; has variety of sentences.		3 /
Vocabulary: Words are appropriate, varied, and relevant.		3 /
Style & Register: Tone is appropriate for formal or informal email; expressions are used correctly.		3 /
TOTAL GRADE:		20 /
<u>ATTENTION!</u> - Off Topic: Not Evaluated OUT OF TOTAL POINT - 76-99 words: 2 Points Deducted (-2 points) - 51-75 words: 3 Points Deducted (-3 points) - Below 50: 5 Points Deducted (-5 points)	<u>ATTENTION!</u> - Off Topic: Not Evaluated OUT OF TOTAL POINT - 151-174 words: 2 Points Deducted (-2 points) - 175-199 words: 3 Points Deducted (-3 points) - Above 200: 5 Points Deducted (-5 points)	

AYDIN ADNAN MENDERES UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
IN-CLASS SPEAKING PERFORMANCE CRITERIA

CLASS:

DATE:

EXAM TYPE:

NUMBER OF PARTICIPANTS:

STUDENT NAME:		NUMBER:			
CRITERIA	0 point	1 point	2 points	3 points	4 points
TASK COMPLETION	None	Limited	Partial	Mostly	Complete
PRONUNCIATION	Unclear	Poor	Fair	Clear	Excellent
VOCABULARY	None	Basic	Adequate	Good	Rich
GRAMMAR	Incorrect	Weak	Some	Correct	Accurate
FLUENCY & INTERACTION	Silent	Broken	Hesitant	Smooth	Natural

TOTAL: /20

Comment:
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.....
.....

CRITERIA	0 point	1 point	2 points	3 points	4 points
TASK COMPLETION	No response or off-topic.	Task is attempted but major parts are missing.	Some parts completed with errors or lack of detail.	Mostly complete with minor issues.	Fully completed with clear, appropriate responses.
PRONUNCIATION	Hard to understand due to serious mispronunciations.	Often unclear, listener effort required.	Mostly clear, some errors that don't affect comprehension.	Mostly clear; few minor mispronunciations.	Clear, natural, easy to understand pronunciation.
GRAMMAR	No control of structures, mostly incorrect.	Frequent errors with basic tenses and structures.	Reasonable control of common grammar forms	Mostly accurate with minor errors.	Uses a range of B1 structures accurately.
VOCABULARY	Very basic words only, frequent repetition.	Limited range, struggles with word choice.	Adequate for familiar topics, some repetition or errors.	Good range, can describe and explain ideas.	Rich vocabulary, uses topic-specific words and can paraphrase.
FLUENCY & INTERACTION	Silent or one-word responses.	Hesitant, needs constant support.	Some flow; needs support to maintain conversation.	Generally fluent; minor pauses; interacts adequately.	Natural flow, maintains interaction, asks/answers spontaneously.

AYDIN ADNAN MENDERES UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
MID-TERM SPEAKING EXAM CRITERIA

CLASS:
EXAM TYPE:

DATE:
NUMBER OF PARTICIPANTS:

STUDENT NAME:		NUMBER:			
CRITERIA	0 point	1 point	2 points	3 points	4 points
FLUENCY	Non-fluent	Limited	Some	Good	Well-Developed
PRONUNCIATION	Unintelligible	Unclear	Partly clear	Mostly Clear	Very Clear
VOCABULARY	Non-existent	Limited	Adequate	Good	Extensive
GRAMMAR	Incorrect	Limited	Adequate	Good	Extensive
EFFORT	Unwilling	Poor	Fair	Good	Excellent

TOTAL: ____/20

Comment:
.....
.....
.....

CRITERIA	0 Points	1 Point	2 Points	3 Points	4 Points
Fluency	Cannot produce basic responses. Long or constant silence. No attempt to continue.	Serious difficulty continuing. Long pauses, broken speech.	Hesitant, but able to produce short connected sentences with support.	Can speak reasonably fluently on familiar topics. Occasional hesitation but meaning is clear.	Speaks confidently and naturally. Maintains flow even during longer turns.
Pronunciation	Completely unintelligible. Cannot be understood even with effort.	Frequent mispronunciations. Often unclear or hard to understand.	Mostly understandable, but some mispronunciations may cause misunderstanding.	Clear with some errors. Pronunciation mistakes do not affect overall understanding.	Very clear and natural pronunciation. Intonation and stress support communication.
Vocabulary	No use of target language vocabulary. Constant use of L1 or silence.	Very basic vocabulary. Repetitive and limited. Struggles to express ideas.	Limited range, but can express basic ideas with repetition or substitution.	Uses a sufficient range of vocabulary for familiar topics. Can explain or paraphrase when needed.	Wide range of topic-related vocabulary. Expresses ideas flexibly and appropriately.
Grammar	No grammatical control. Sentences are incomplete or incorrect to the point of incomprehensibility.	Basic grammar (e.g., present simple) attempted, but frequent errors that distort meaning.	Uses basic tenses (present, past, future) with some errors. Meaning usually clear.	Range of structures (e.g., modals, past continuous) used with reasonable accuracy.	Strong control of structures. Uses some complex forms. Errors are rare and do not affect meaning.
Effort	No effort to speak. Refuses to participate or gives only one-word answers.	Minimal effort. Needs constant prompting. Avoids elaboration.	Some engagement. Responds when asked, but answers are brief. Needs some encouragement.	Actively participates. Responds clearly and fully. Shows preparation.	Takes initiative. Adds comments or questions to extend conversation. Highly engaged.