

Minimum Standards Area 1 Review Form (Evidence Present in Assessment)
Minimum Ölçüt Alanı 1 Değerlendirme Formu (Öğrenci Değerlendirmesinde Kanıt)

LISTENING LEARNING OUTCOMES	Evidence Present in Assessment
Listening to Conversations	
Can get the gist of slowly and clearly explained unfamiliar cultural practices and customs	
Can follow most of an everyday conversation when/if free of very idiomatic language	
Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure)	
Can recognise a speaker's feelings and attitudes	
Can follow an everyday conversation or informal interview on common topics	
Can infer speaker's opinions in conversations on familiar everyday topics	
Can recognise when a speaker uses basic rhetorical questions in conversation	
Can understand jokes with no strong cultural/local references and idiomatic language	
Can follow detailed directions	
Can understand a range of formal and informal excuses	
Can generally follow rapid or extended speech, but may require repetition or clarification	
Can understand technical instructions for a piece of equipment they are familiar with	
Can understand advice and instructions for resolving a problem with a product or piece of equipment	
Listening to Audio-Visual Materials	
Can understand the main points of a simple podcast.	
Can identify the main points of TV news items reporting events, accidents etc. where the visuals support the commentary.	
Can follow the main points in TV programs on familiar topics delivered in clear standard speech.	
Can understand the key points of an audio recording/on-line program on a familiar topic	
Can follow many films in which visuals carry much of the storyline	
Can follow recorded instructions and information given on a phone-delivered service	

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LISTENING LEARNING OUTCOMES	Evidence Present in Assessment
Listening to Academic Lectures, Presentations and Discussions	
Can follow the linear structure of a short formal talk	
Can identify a speaker's point of view in a simple presentation aimed at a general audience	
Can identify specific information in a simple presentation or lecture aimed at a general audience	
Can recognise emphasis through intonation and stress in presentations, lectures, etc. if guided by questions	
Can distinguish between main ideas and supporting details in a standard speech (presentations, lectures)	
Can predict the content of a presentation or lecture on a familiar topic by listening to the introductory statement	
Can follow most of a clearly structured academic presentation on a familiar topic	
Can extract key details from a slowly and clearly delivered academic presentation on a familiar topic	
Can deduce the general meaning of an extended presentation or lecture	
Can identify details that support a point of view in a presentation or lecture aimed at a general audience	
Can infer opinions in a presentation or lecture if guided by questions	
Can distinguish facts from opinions in a straightforward presentation or lecture	
Can recognise that a new topic has been introduced in a presentation or lecture when signalled by discourse markers	
Can recognise examples and their relation to the ideas they support	
Can recognise discourse markers that introduce supporting examples	
Can recognise cause and effect relationships in a presentation or lecture when signalled by discourse markers	
Can recognise that ideas in a presentation or lecture contrast when signalled by stress	
Can recognise that ideas in a presentation or lecture are similar when signalled by discourse markers	
Can distinguish between discourse markers that compare and contrast ideas	
Can distinguish between advantages and disadvantages in a presentation or lecture on a familiar topic	
Can identify the use of clarification language in a simple presentation or lecture	
Can recognise that a speaker is clarifying points they have made in a presentation or lecture	
Can recognise the use of language that expresses doubt in a presentation or lecture	
Can recognise the use of persuasive language in a presentation or lecture	
Can recognise that a speaker has summarised ideas in a presentation or lecture	
Can take effective notes while listening to a straightforward presentation or lecture on a familiar topic	
Can follow the main points of a panel discussion aimed at a general audience and/or on a familiar topic	
Can follow changes of topic in discussions related to their field of study	

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SPEAKING LEARNING OUTCOMES	Evidence Present in Assessment
Taking Part in Everyday Conversations	
Can describe events, real or imagined	
Can give straightforward descriptions on a variety of familiar topics	
Can use a repertoire of common idiomatic phrases in routine situations	
Can express attitudes using simple language	
Can describe dream, hopes and ambitions	
Can introduce a conversation topic and provide detail in the past	
Can make formal invitations	
Can respond in a simple way to verbal challenge and aggression	
Can give detailed accounts of experiences, describing feeling an reactions	
Can discuss films, books or plays in simple terms, using fixed expressions	
Can ask someone to clarify or elaborate what they have just said	
Can give detailed directions	
Can relate the plot of a book or film and describe their reactions	
Can negotiate prices and ask for discounts	
Can discuss everyday practical issues in a clear, straightforward conversation	
Can express and respond to feelings (e.g. surprise, happiness, interest, indifference)	
Can make a complaint	
Can express hopes for the future using a range of fixed expressions	
Can compare and contrast alternatives about what to do, where to go, etc.	
Can signal that they wish to bring conversation to an end	
Can re-tell a familiar story using their own words	
Can make excuses using a range of polite forms	
Can relate the basic details of unpredictable occurrences (e.g. an accident)	
Can leave phone messages containing detailed information	
Can express their thoughts in some detail on cultural topics (e.g. music, films)	
Can decline offers politely using a range of formal and informal expressions	
Can ask for advice on a wide range of subjects	
Can respond to excuses using a range of polite forms	
Can enter unprepared into conversation on familiar academic and non-academic topics (e.g family)	

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SPEAKING LEARNING OUTCOMES	Evidence Present in Assessment
Using Sources Orally	
Can explain key information in graphs and charts, using appropriate language	
Can answer questions about information presented in graphs and charts about a familiar	
Can discuss illustrations, charts and graphs in an academic text on a familiar topic, using appropriate language	
Can summarize information from an academic text on a familiar topic	
Can describe conclusions they have drawn from graphs and charts, using appropriate language	
Can paraphrase information taken for an academic text on a familiar topic	
Can summarize information from a presentation or lecture aimed at a general audience and / or a familiar topic	
Can collate information from a several written sources and summarise the ideas orally	

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SPEAKING LEARNING OUTCOMES	Evidence Present in Assessment
Taking Part in Discussions	
Can give reasons to justify a viewpoint on a familiar topic	
Can report the opinions of others about familiar topics	
Can briefly give reasons and explanations for opinions, plans and actions	
Can Express opinions as regards possible solutions, giving brief reasons and explanations	
Can Express opinions and attitudes using a range of fixed expressions and sentences	
Can repeat back what is said to confirm understanding and keep a discussion on course	
Can use a suitable phrase to invite others into a discussion	
Can discuss main points of news stories about familiar topics	
Can use a basic repertoire of conversation strategies to maintain a discussion	
Can ask someone to paraphrase a specific point or idea	
Can discuss the main points of news stories about familiar topics	
Can respond to ideas and suggestions in informal discussions	
Can politely interrupt during a formal conversation, using fixed expressions	
Can explain the main points in an idea or problem with reasonable precision	
Can explain why something is a problem	
Can use synonyms to describe or gloss an unknown Word	
Can summarize and comment on a short story or article and answer questions in detail	
Can summarize and give opinions on issues and stories and answer questions in detail	
Can give an opinion on practical problems, with support when necessary	
Can give brief comments on the views of others	
Can express and comment on ideas and suggestions in informal discussions	
Can ask questions in an academic discussion	
Can contribute to a group discussion on familiar topics and with others who deliver the language	
Can answer questions in an academic discussion on familiar topics	
Can suggest pros and cons when discussing on a familiar topic	
Can develop an argument using common fixed expressions	
Can ask someone to elaborate on a point in an academic discussion, using appropriate language	
Can ask for clarification during on an academic discussion, using appropriate language	
Can effectively participate in a classroom discussion about an academic topic	

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SPEAKING LEARNING OUTCOMES	Evidence Present in Assessment
Can lead a simple discussion, if given time in advance to prepare	
Can ask for a clarification of an unknown acronym or technical term used in conversation	
Can contribute ideas in a panel discussion, using appropriate language	
Can justify a viewpoint on a familiar topic by discussing some pros and cons of various options	
Participating in Lectures, Presentations, Interviews etc.	
Can take some initiative in an interview, talking about familiar topics/subjects	
Can ask more information after a lecture or presentation aimed at a general audience, using follow-up questions	
Can ask questions about the content of a presentation or lecture on familiar topic aimed at	
Can describe conclusions they have drawn from a presentation or lecture on a familiar topic	
Can ask for confirmation of understanding during a live discussion or presentation	
Can effectively request information from a professor outside of class	
Carrying out a Formal Oral Academic Task	
Can carry out a prepared interview checking and confirming information as necessary	
Can give an effective presentation about a familiar topic by using visuals (e.g. slides) appropriately	
Can answer questions about the content of a presentation or lecture on a familiar topic and/or aimed at a general audience	
Can give a short, rehearsed talk or presentation on familiar topic	
Can answer factual questions about a presentation they have given	
Can give a presentation on a familiar academic topic	

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READING LEARNING OUTCOMES	Evidence Present in Assessment
Understanding ideas and their relationships in texts	
Can identify key information in a simple academic text	
Can identify the main topic and related ideas in a structured text	
Can understand the relationship between a main point and an example in a structured text	
Can recognize examples and their relation to the idea they support	
Can identify the topic sentence of a paragraph	
Can understand the main idea of a passage using textual clues	
Can distinguish between the main idea and related ideas in a simple academic text in order to answer specific questions	
Can recognize the direct repetition of ideas as a simple cohesive device	
Can distinguish between fact and opinion presented in simple texts on familiar topics	
Can distinguish between fact and opinion in relation to common topics	
Can distinguish between fact and opinion in a simple academic text	
Can generally understand details of events, feelings and wishes in letters, e-mails and online postings	
Can recognize common discourse markers that convey emphasis in a simple text	
Can understand cause and effect relationships in a simple academic text, if clearly signalled	
Can recognize contrasting ideas in a structured text if signalled by discourse markers	
Can understand problem and solution relationships in a structured text	
Can follow chronological sequence in a formal structured academic text	
Can understand relationships between ideas in a simple academic text	
Can identify the general line of written argument though not necessarily all details	
Recognizing author's stance, purpose, voice and use of sources	
Can recognize the writer's point of view in a structured text	
Can recognise the writer's point of view in a simple academic text	
Can distinguish between different viewpoints in a simple academic text	
Can understand the writer's purpose in a simple academic text	
Can identify whether an author is quoting or paraphrasing another person	
Can identify the sources of information in a simple academic text	
Can distinguish between active and passive voice in an academic text	

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READING LEARNING OUTCOMES	Evidence Present in Assessment
Using Texts and their Elements	
Can predict the content of a simple academic text, using headings, images and captions	
Can derive the probable meaning of a few unknown words from short familiar contexts	
Can scan a simple academic text to find specific information	
Can make simple inferences based on information given in a short article	
Can infer meaning based on information in a text	
Can infer meaning in a simple academic text, in order to answer specific questions	
Can identify the key points presented in graphs and charts in a simple academic text	
Can understand numerical values in graphs and charts in a simple academic text	
Can take basic notes on a text about a familiar topic in their field of study	
Can synthesize information from two or more basic texts	
Can understand written advice and instructions for resolving a problem with a product or piece of equipment	

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WRITING LEARNING OUTCOMES	Evidence Present in Assessment
Note-Taking & Outlining	
Can prepare a simple outline to organise ideas and information	
Can take messages, communicate enquiries and explain problems	
Can take notes while researching a familiar topic	
Can take notes of key points during a talk or a lecture on a familiar topic, if delivered clearly	
Reviewing, Summarizing & Paraphrasing	
Can write a basic summary of a simple text using the original wording and paragraph order	
Can summarise simple research findings in an academic text, if provided with a model summary	
Can summarise information from a simple presentation or lecture aimed at a general audience	
Can summarize the main message from simple diagrams (e.g. Graphs, bar charts)	
Can write bullet points to summarise key points in a structured text	
Can paraphrase information from a simple text, if guided by questions	
Can write a review of a simple text, using appropriate conventions	
Can write a simple review of a film, book or TV programme using a limited range of vocabulary	
Can write a review / summary / paraphrase of a simple text, using appropriate conventions, if provided with a model	
Can summarize the main message from simple diagrams (e.g. Graphs, bar charts)	
Types of Writing	
Can write descriptions of past events, activities, or personal experiences	
Can write about personal interests in some detail	
Can complete a detailed form on familiar topics	
Can write a basic letter of application with limited supporting details	
Can write personal emails/letters giving some details of events, experiences and feelings	
Can write emails/letters giving advice	
Can write short biographies about real or imaginary people	
Can write a basic email/letter of complaint requesting action	
Can write a structured informational leaflet/brochure, given a model	
Can complete a form requiring educational information	
Can write a description of a real or imagined event	
Can write a descriptive essay (250-300 words) on a familiar topic, if provided with a model	
Can write simple emails/letters and online postings on academic topics	

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WRITING LEARNING OUTCOMES	Evidence Present in Assessment
Can write emails/letters exchanging information, emphasising the most important points	
Can give someone clear, detailed directions on how to get somewhere in a letter, email, or online posting	
Can write a formal email/letter requesting information	
Can vary the formality of greetings in emails/letters based on intended recipients	
Can write personal emails/letters, reporting recent events in detail	
Can write an everyday connected text using a set of short elements or facts and building them into a sequence	
Can prepare a simple questionnaire in order to gather data	
Can express a personal opinion in a simple academic text	
Can write an introduction to an essay on a familiar topic	
Can write a conclusion to an essay on a familiar topic	
Can write structured essays on familiar topics, organising basic ideas	
Can write an essay (250-300 words) in response to a specific question	
Can write a simple opinion / discursive essay on a familiar topic (250-300 words)	
Can write a simple analysis of a structured text	
Showing Relationships between Ideas and Developing Ideas	
Can use simple cohesive devices such as repetition in a structured text	
Can use common discourse markers to show order of importance	
Can use limited discourse devices to link sentences smoothly into connected discourse	
Can use common connectors to tell a story or describe an event	
Can clearly signal chronological sequence in a narrative text	
Can use a range of common connectors to show chronological sequence	
Can describe the sequence in a process when writing a simple text, using common discourse markers	
Can clearly signal chronological sequence in a narrative text	
Can use pictures and charts to convey basic information in a simple academic text on a familiar topic	
Can support a main idea with explanations and examples in a structured paragraph on a familiar topic	
Can show a simple relationship between a main point and an example in a structured text	
Editing	
Can check and correct spelling, punctuation and grammar in simple written texts	
Can edit and improve a simple text	

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Language Learning Outcomes	CEFR Level	Example
Can actively use the following Structures/Features		
Verb+Object+Infinitive	B1	I called my assistant and ordered him to gather data for the
Verb+Object+Verb ending in -ing	B1	I saw him writing the letter
Noun+descriptive phrase introduced by present participle	B1	I put an item in the report explaining the reasons
It +Verb+suordinate clause with or without that	B1	It is a pity (that) they are not here today
Verb+Prepositional Phrase+subordiante clasue with or without that	B1	He admitted to the police (that) he had stolen the ring
Relative clauses with whose	B1	I met the author whose books I read years ago
WH- words+ Noun phrase + Verb clauses used as subject or object	B1	What they really cannot understand is beyond my imagination / Writing short poems is what I like
Indirect WH- questions	B1	Guess what I have found / I don't know how I can tell the
Indirect WH- questions with infinitive	B1	I don't know what to do / Tell me where to find him
Complex auxiliaries WOULD RATHER and HAD BETTER	B1	You had better tell me the truth / I would rather say here and and wait for the result
Adverbial subordinate clauses with -ing that follow the clause to which they are attached	B1	He was writing on the board, singing his favorite song.
seem, supposed (adjective) + infinitive	B1	He seems to be a good professor / He is supposed to be a good professor / We are supposed to go the States tomorrow
expect, like, want + object +infinitive	B1	They do not expect us to submit papers this month / I want you to start the presentation with a smile
easy + infinitive	B1	The conclusion paragrah is easy to write
difficult, good, hard + infinitive	B2	The author's purpose is not very difficult to identify / It is good to hear the news
Double embedded genitive with (of...(-'s))	B1	He is a graduate of the world's most prestigious school
Modal MAY in the Permission (deontic) sense	B1	May I borrow your calculator for the exam?
Modal MUST in the Necessity (epistemic) sense	B1	He studied a lot for the exam. He must pass with good grades
Modal SHOULD in the Probability (epistemic) sense	B1	They enrolled a lot students. The class should be quite
N.B. The language structures and features that are associate with A1 and A2 levels are assumed knowledge.		

* Noun Clauses

Vocabulary Learning Outcomes
Can actively use the following vocabulary items:
The first 2500 words from the New General Service List (NGSL)
and additional items from the Academic Word List (Coxhead, 2000) which contains 570 head words in total
TOTAL TARGET: 2800 words

DESCRIPTION OF A B1+ LEARNER

Listening Comprehension
Understand straightforward information about everyday, study- or work-related topics, identifying both general messages and specific details, provided people speak clearly in a familiar accent.
Generally, follow the main points of extended discussion, if people talk clearly.
Follow a lecture or talk, if the subject matter is familiar and the presentation clearly structured.

Reading Comprehension
Understand the main points in straightforward texts on subjects of personal or professional interest.
Look quickly through simple, factual texts in magazines, brochures or on a website, and identify information that might be of practical use.
Identify the main conclusions in texts which clearly argue a point of view.

Spoken
Start a conversation on familiar topics, talk relatively freely, and help keep the conversation going without help by expressing and responding to suggestions, opinions, attitudes, advice, feelings, etc.
Express personal opinions on abstract topics like films and music and ask other people what they think.
Develop an argument well enough to be followed without difficulty most of the time.
Summarise non-routine information on familiar subjects from various sources and present it to others, answering clear questions.

Written
Write about a variety of familiar topics, comparing and contrasting different opinions.
Write a detailed description of an experience, dream or imaginary event, including feelings and reactions.
Commands a sufficient range of language to describe unusual and predictable situations and to express personal thoughts on abstract or cultural as well as everyday topics (such as music, films).
Write standard formal letters relating to his/her field of study or work, as well as personal e-mails and letters describing experiences and feelings.