



**Republic of Türkiye**  
**Kahramanmaraş Sütçü İmam University**  
**School of Foreign Languages**  
**2026-2027 Academic Year B2 Module Syllabus**



**COURSE OVERVIEW:** At the end of the B2 Module, students will be able to understand the main ideas of complex text on both concrete and abstract topics, interact with a degree of fluency and spontaneity that makes regular interaction with users of the target language quite possible, produce detailed text on numerous subjects and explain a viewpoint on current issues giving the advantages and disadvantages of various options.

**COURSE LENGTH:** The education in the module covers 20 hours of face-to-face lessons, lasting for 8 weeks.

**MATERIALS:** Language Hub Coursebook (B2 level). Extra materials will be provided at the beginning of each module if necessary.

**ASSESSMENT:** In order for students to progress to the next level, their mid-course evaluation score must be at least **70 out of 100**. Only students who have not exceeded the mid-course attendance limit are eligible to take the end-of-course exam. The evaluation weightings are shown in the table below.

**Table 1**

*Course Assessment Components*

| Assessment Type            | %   |
|----------------------------|-----|
| Project                    | 20  |
| Midterm                    | 30  |
| End-of-Course Exam         | 40  |
| In-class Assessment        | 5   |
| Online Platform Activities | 5   |
| Total                      | 100 |

**ABSENTEEISM:** Attendance is mandatory for students enrolled in the Foreign Language Preparatory Program. The maximum limit for absenteeism is 15% of the total contact hours for each course level. Students who fail due to non-attendance must repeat the course.

| B2 Level Goals and Objectives     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communicative Language Activities | Goals<br>(By the end of the module, students can:)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Reception: Oral comprehension     | <ul style="list-style-type: none"> <li>- understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.</li> <li>- understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialization.</li> <li>- follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers.</li> </ul> | <p>To reach the goal(s), students can:</p> <ol style="list-style-type: none"> <li><b>1. Interactive Complexity:</b> follow and keep up with animated conversations between proficient users, including identifying chronological sequences in extended informal narratives.</li> <li><b>2. Argumentative Logic:</b> identify the main reasons for and against an argument in group discussions and distinguish a speaker's point of view from reported facts.</li> <li><b>3. Academic &amp; Professional Follow-through:</b> follow the essentials of linguistically complex lectures and presentations, distinguishing main themes from asides when the topic is reasonably familiar.</li> <li><b>4. Information Extraction:</b> understand detailed instructions and technical announcements on both concrete and abstract topics delivered at normal speed.</li> <li><b>5. Media &amp; Perspective Analysis:</b> identify viewpoints, moods, and attitudes in standard recordings, documentaries, and news broadcasts.</li> <li><b>6. Audio-Visual Mastery:</b> understand the majority of films and current affairs programs, extracting main points from complex arguments and live interviews.</li> </ol> |
| Reception: Reading                | <ul style="list-style-type: none"> <li>- read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>To reach the goal(s), students can:</p> <ol style="list-style-type: none"> <li><b>1. Analytical Reading of Specialized Sources:</b> obtain information and opinions from highly specialized sources in their field and recognize complex discursive structures, such as contrasting arguments or cause-effect relationships.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                |                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>2. Critical Evaluation of Content:</b> distinguish between factual information and persuasive intent, recognizing specific stances or viewpoints in reports on contemporary problems.</p> <p><b>3. Technical &amp; Instructional Understanding:</b> follow lengthy, complex instructions, warnings, and conditions within their field, utilizing re-reading strategies for difficult sections.</p> <p><b>4. Independent Reading for Pleasure:</b> read a variety of creative and narrative texts (novels, biographies, magazines) independently, adapting their reading style and speed to the material.</p> <p><b>5. Strategic Comprehension:</b> utilize contextual clues and focus on main points to verify and achieve full comprehension of complex texts.</p>             |
| Production: Oral Production    | <ul style="list-style-type: none"> <li>- give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.</li> <li>- give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.</li> </ul> | <p>To reach the goal(s), students can:</p> <p><b>1. Systematic Argumentation:</b> develop a clear, reasoned argument, expanding on viewpoints with subsidiary points and weighing the advantages/disadvantages of various options.</p> <p><b>2. Academic Presentation:</b> deliver systematically developed presentations, highlighting significant points and managing spontaneous follow-up questions from the audience with ease.</p> <p><b>3. Professional Informing:</b> communicate complex information and detailed instructions reliably, particularly regarding procedures or occupational roles.</p> <p><b>4. Narrative Precision:</b> describe the personal significance of events and experiences in detail, maintaining a natural flow and high grammatical control.</p> |
| Production: Written Production | <ul style="list-style-type: none"> <li>- produce clear, detailed texts on a variety of subjects related to their field of interest, synthesizing and evaluating information and arguments from a number of sources.</li> </ul>                                                                                                                                                                                            | <p>To reach the goal(s), students can:</p> <p><b>1. Descriptive &amp; Creative Mastery:</b> produce clear, detailed descriptions of real or imaginary experiences in well-structured text, following appropriate genre conventions (e.g. reviews of films, books, or plays).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>2. Systematic Argumentation:</b> develop a written argument systematically in an essay or report, highlighting significant points and providing relevant supporting details.</p> <p><b>3. Critical Evaluation &amp; Synthesis:</b> evaluate different solutions to a problem, weighing advantages and disadvantages of various options, and synthesize information or arguments from multiple sources.</p> <p><b>4. Procedural Complexity:</b> produce a detailed and clear description of complex processes relevant to their field of interest.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Interaction: Oral Interaction    | <p>- use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what they want to say, adopting a level of formality appropriate to the circumstances.</p> <p>- interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with users of the target language, quite possible without imposing strain on either party.</p> <p>- highlight the personal significance of events and experiences, and account for and sustain views clearly by providing relevant explanations and arguments.</p> | <p>To reach the goal(s), students can:</p> <p><b>1. Auditory Resilience:</b> understand detailed communication in standard language even in noisy environments (e.g. public spaces, group discussions).</p> <p><b>2. Interpersonal Relationship Building:</b> establish and sustain relationships with proficient users by using sympathetic questioning, expressions of agreement, and appropriate social commentary without causing unintentional irritation.</p> <p><b>3. Negotiation of Meaning &amp; Stance:</b> politely indicate reservations, state conditions when agreeing to requests, and effectively ask for understanding of their own position.</p> <p><b>4. Participatory Fluency:</b> engage in extended, clearly participatory conversations on general topics with the same ease as other proficient language users.</p> <p><b>5. Affective Expression:</b> convey specific degrees of emotion and highlight the personal significance of experiences in their discourse.</p> |
| Interaction: Written Interaction | - express news and views effectively in writing, and relate to those of others.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | To reach the goal(s), students can:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 |                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>1. Nuanced Correspondence:</b> compose personal and professional letters/emails that convey specific degrees of emotion, highlight the personal significance of events, and respond critically to the correspondent's views.</p> <p><b>2. Contextual Appropriateness:</b> apply the correct formality, registers, and conventions for a variety of contexts, including invitations, thanks, apologies, and non-routine professional inquiries.</p> <p><b>3. Information Management:</b> use correspondence to obtain specific information, collate the findings, and effectively forward them to third parties.</p> <p><b>4. Complex Message Handling:</b> accurately take or leave complex personal and professional messages, demonstrating the ability to ask for clarification or elaboration when necessary.</p>                                                                                                                                                                                                                                            |
| Interaction: Online Interaction | <ul style="list-style-type: none"> <li>- actively participate in sustained online exchanges and collaborative discussions.</li> <li>- effectively link their contributions to the ongoing thread, express and respond to opinions on familiar topics, and apply basic sociolinguistic awareness to recognize and resolve misunderstandings within a digital community.</li> </ul> | <p>To reach the goal(s), students can:</p> <p><b>1. Digital Discussion Management:</b> actively lead and participate in complex online exchanges, effectively linking their contributions to previous posts while navigating cultural nuances and differing opinions.</p> <p><b>2. Collaborative Leadership:</b> take a lead role in online projects, keeping groups on task by managing roles, responsibilities, and deadlines within their area of expertise.</p> <p><b>3. Negotiation &amp; Technical Detailing:</b> handle online transactional exchanges that require negotiating conditions and explaining complicated details or special requirements.</p> <p><b>4. Project Support &amp; Justification:</b> support online group work by justifying proposals, seeking clarification, and providing constructive feedback to accomplish shared goals.</p> <p><b>5. Digital Conflict Resolution:</b> identify and resolve misunderstandings or unexpected problems in online environments by responding politely and strategically to maintain cooperation.</p> |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mediation | <ul style="list-style-type: none"> <li>- establish a supportive environment for sharing ideas and facilitate discussion of delicate issues, showing appreciation of different perspectives, encouraging people to explore issues and adjusting sensitively the way they express things.</li> <li>- build on others' ideas, making suggestions for ways forward.</li> <li>- convey the main content of well-structured but long and propositionally complex texts on subjects within their fields of professional, academic and personal interest, clarifying the opinions and purposes of speakers/signers.</li> <li>- work collaboratively with people from different backgrounds, creating a positive atmosphere by providing support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.</li> <li>- further develop others' ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps.</li> </ul> | <p>To reach the goal(s), students can:</p> <ol style="list-style-type: none"> <li><b>1. Cross-Linguistic Relaying (Language A to B):</b> relay the significant points of propositionally complex articles, conference presentations, and formal reports, identifying which information is most relevant for a specific professional or academic purpose.</li> <li><b>2. Visual Information Processing:</b> reliably interpret and present (in writing or speech) detailed data from complex diagrams, charts, and visually organized information within their field.</li> <li><b>3. Synthesis &amp; Text Processing:</b> synthesize information from multiple sources, providing a coherent summary of arguments, contrasting viewpoints, and the intended purpose or attitude of the authors.</li> <li><b>4. Note-taking &amp; Documentation:</b> take accurate notes during lectures, meetings, and seminars, and act as a rapporteur to summarize a group's decisions and views for a wider audience.</li> <li><b>5. Creative &amp; Critical Analysis:</b> provide reasoned opinions and personal interpretations of literary or cinematic works, exploring themes and structural features while comparing different treatments of the same topic.</li> <li><b>6. Collaborative Concept Management:</b> lead and manage group work efficiently by defining goals, highlighting core issues, and building on others' ideas to construct coherent lines of thinking.</li> <li><b>7. Interactional Facilitation:</b> monitor group dynamics non-intrusively, using targeted questions to encourage participants to justify their opinions and refocusing the discussion when necessary to achieve established goals.</li> </ol> |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                       |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | - convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within their fields of professional, academic and personal interest.                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Metacognition         | - manage their learning process by critically evaluating their own communicative effectiveness, selecting and adjusting sophisticated linguistic strategies to meet complex task demands, and proactively bridging gaps in their own plurilingual and academic competencies. | <p>To reach the goal(s), students can:</p> <p><b>1. Strategic Planning:</b> analyze the specific requirements of a complex task (e.g. a B2 argumentative essay or a group project) and select the most effective cognitive and linguistic tools to achieve a successful outcome.</p> <p><b>2. Active Monitoring &amp; Reformulation:</b> monitor their oral and written production in real-time, identifying when a formulation is unclear and applying repair strategies to rephrase or clarify their meaning without losing the flow of communication.</p> <p><b>3. Critical Self-Evaluation:</b> use advanced rubrics and peer-feedback to objectively assess their performance, distinguishing between systematic errors and occasional “slips” in grammatical or sociolinguistic accuracy.</p> <p><b>4. Resource Management:</b> independently identify and utilize academic and digital resources (e.g. corpora, specialized dictionaries, or the PERCULUS system) to resolve specific linguistic or content-related gaps in their field of interest.</p> <p><b>5. Mediation Awareness:</b> reflect on their role as a “cultural intermediary” and adjust their communication style based on their observation of an interlocutor’s reactions or cultural assumptions.</p> |
| Linguistic Competence | - command a broad range of language to provide clear descriptions, express viewpoints, and develop arguments without much conspicuous searching for words.                                                                                                                   | <p>To reach the goal(s), students:</p> <p><b>1. Vocabulary Range:</b> have sufficient vocabulary to give clear descriptions and express viewpoints on most general topics, using some complex sentence forms.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



|                            |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | <p>- demonstrate a high degree of grammatical control and lexical accuracy, allowing them to communicate fluently and spontaneously with a level of phonological precision that is easy for native speakers to follow.</p>                                                                                                                                                  | <p><b>2. Grammatical Accuracy:</b> maintain consistent grammatical control; occasional “slips” or non-systematic errors may occur, but they do not lead to misunderstanding.</p> <p><b>3. Phonological Control:</b> have acquired a clear, natural pronunciation and intonation; can vary intonation and place sentence stress correctly in order to express finer shades of meaning.</p> <p><b>4. Orthographic Control:</b> can produce continuous writing that is generally intelligible throughout; spelling and punctuation are reasonably accurate but may show some influence from other languages.</p>                                                                                                                                                                                                                                                                                                  |
| Pragmatic Competence       | <p>- communicate with a high degree of flexibility, adapting their language to various circumstances and recombination of ideas.</p> <p>- produce clear, well-structured text on a wide range of subjects, expanding and supporting their points of view at some length with subsidiary points and relevant examples, while maintaining a natural, even flow of speech.</p> | <p>To reach the goal(s), students can:</p> <p><b>1. Flexibility &amp; Adaptation:</b> adapt their language to different circumstances and audiences by substituting lexical items and expanding on well-rehearsed phrases.</p> <p><b>2. Turn-taking &amp; Interaction Management:</b> intervene in a discussion at an appropriate moment, using suitable phrases to delegate or take the floor.</p> <p><b>3. Thematic Development:</b> develop a clear description or narrative, expanding and supporting their main points with relevant details and examples.</p> <p><b>4. Coherence &amp; Cohesion:</b> use a variety of linking words and cohesive devices to connect their utterances into a clear, coherent, and well-structured text.</p> <p><b>5. Propositional Precision:</b> pass on detailed information reliably and express themselves with confidence on both abstract and concrete topics..</p> |
| Sociolinguistic Competence | <p>- express themselves confidently, clearly, and politely in a formal or informal register, appropriate to the speaker and the situation.</p> <p>- sustain relationships with native speakers without unintentionally amusing or</p>                                                                                                                                       | <p>To reach the goal(s), students can:</p> <p><b>1. Sociolinguistic Appropriateness:</b> interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>irritating them, and possess the sociolinguistic awareness to recognize a wide range of idiomatic expressions and colloquialisms.</p>                                                                                                                                                                                                                                                                              | <p><b>2. Register &amp; Style:</b> adapt their expression to different situations and registers (formal/informal) and follow the established etiquette of the given context.</p> <p><b>3. Cultural Sensitivity:</b> recognize the salient polite conventions and act appropriately, identifying common idiomatic expressions and cultural references.</p> <p><b>4. Conflict Management:</b> handle social situations with enough flexibility to respond to disagreements or misunderstandings politely and effectively.</p> |
| Plurilingual and Pluricultural Competence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>- act as effective cultural mediators by critically analyzing the implicit values, stereotypes, and behavioral patterns of both their own and other communities.</p> <p>- interpret complex cultural cues and media representations with objectivity, navigating intercultural encounters with the sensitivity required to recognize divergent assumptions and prevent or resolve potential misunderstandings.</p> | <p>To reach the goal(s), students can:</p> <p><b>1. Critical Mediation:</b> interpret cultural cues and media objectivity while explaining the values behind social judgments and prejudices.</p> <p><b>2. Conflict Prevention:</b> recognize cultural assumptions and explain communication risks to prevent misunderstandings in intercultural encounters.</p> <p><b>3. Comparative Strategy:</b> use knowledge of diverse genre conventions and languages to support the comprehension of complex documents.</p>         |
| The outcomes are taken from the B2 level illustrative scales of CEFR (2020).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Suggestions:</b> While our core curriculum and syllabus focuses heavily on the development of communicative language activities centered on the CEFR 2020, the online interaction and mediation goals and objectives cannot be fully met by the content of the Language Hub B2 level coursebook. Online interaction activities are essential for our students' digital literacy, and mediation activities support their ability to act as linguistic and cultural bridges between speakers, texts and contexts. To ensure our learners can navigate digital environments and develop mediation strategies, as required by both CEFR standards and our distance-learning framework, please incorporate the activities (See Appendix 1) into your weekly plans by using the PERCULUS system.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## B2 Module Weekly Schedule

| Weeks    | Units to be Covered | Language Contents                                                                              |                                                                                           |                                                               |
|----------|---------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------|
|          |                     | Grammar                                                                                        | Vocabulary                                                                                | Functional Language                                           |
| 1 (----) | Unit 1              | question forms; tense review                                                                   | feelings; personality adjectives; noun suffixes                                           | Give your opinion on the role of inherited ability in success |
| 2 (----) | Unit 2              | present perfect simple and present perfect continuous; used to, would, get used to, be used to | health and fitness; adverbs of stance; adverb + adjective collocations                    | Give your opinion on food choices                             |
|          | Unit 3              | narrative tenses; alternatives to if in conditionals                                           | descriptive verbs; phrasal verbs to describe problems; dependent prepositions: adjectives | Describe a journey                                            |
| 3 (----) | Unit 3              | narrative tenses; alternatives to if in conditionals                                           | descriptive verbs; phrasal verbs to describe problems; dependent prepositions: adjectives | Describe a journey                                            |
|          | Unit 4              | future forms; future perfect simple, future continuous and future perfect continuous           | noun + preposition collocations; nouns and verbs with the same spelling; intensifiers     | Give your opinion on automation in the workplace              |
| 4 (----) | Unit 5              | the passive; causative have and get; -ing and infinitive forms                                 | green vocabulary; describing areas of a city; prefixes                                    | Discuss ways to help the environment                          |
| 5 (----) | Unit 6              | obligation, prohibition and permission; articles                                               | education; compound adjectives; phrases with make and do                                  | Give your opinion on an aspect of education                   |
|          | Unit 7              | first conditional with different future forms; unreal conditionals; wish and if only           | verbs to describe change; three-part phrasal verbs; compound nouns                        | Give your opinion on a social initiative                      |

|          |         |                                                                                      |                                                                    |                                          |
|----------|---------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------|
| 6 (----) | Unit 7  | first conditional with different future forms; unreal conditionals; wish and if only | verbs to describe change; three-part phrasal verbs; compound nouns | Give your opinion on a social initiative |
|          | Unit 8  | past modals of deduction; order of adjectives                                        | word families; easily confused verbs; crime                        | Discuss how to test an idea              |
| 7 (----) | Unit 9  | relative clauses; determiners and quantifiers                                        | dependent prepositions: verbs; science; advertising                | Discuss investment opportunities         |
| 8 (----) | Unit 10 | reported speech; reporting verbs                                                     | traditional media; social media; adjective + noun collocations     | Give your opinion on streaming services  |

## The Alignment of the CEFR Indicators and the Syllabus

### Unit 1

| Learning Outcome<br>(Students can:)                                                                  | CEFR Descriptors                                                                                   | Communicative<br>Language Activities                                                                                             | Competences                                         |
|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| discuss what to do in hypothetical situations.                                                       | Can make and respond to hypotheses and evaluate alternative proposals.                             | Oral interaction →<br>Informal discussion (with friends)<br>Oral interaction →<br>Conversation                                   | Pragmatic competence<br>→ Flexibility               |
| give a prepared presentation of a proposed project and take follow-up questions from the audience.   | Can give a clear, systematically developed presentation and take follow-up questions with fluency. | Oral production →<br>Addressing audiences                                                                                        | Linguistic competence<br>→ General linguistic range |
| read a short text about a remarkable person and relay the main points to a listener.                 | Can relay in writing/speech the relevant point(s) contained in well-structured texts.              | Mediating a text →<br>Relaying specific information in speech or sign<br>Mediating a text →<br>Processing text in speech or sign | Pragmatic competence<br>→ Propositional precision   |
| take part in a discussion with friends in which we compare and contrast different remarkable people. | Can account for and sustain opinions by providing relevant explanations and comments.              | Oral interaction →<br>Informal discussion (with friends)                                                                         | Pragmatic competence<br>→ Thematic development      |

|                                                                                |                                                                                                     |                                                                                |                                                                                     |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| express and support their opinions in a debate about a general interest topic. | Can develop a clear argument, expanding and supporting points of view with subsidiary points.       | Oral production →<br>Sustained monologue:<br>putting a case (e.g. in a debate) | Pragmatic competence<br>→ Thematic development                                      |
| write a formal letter to request information.                                  | Can use formality and conventions appropriate to the context when writing professional letters.     | Written interaction →<br>Correspondence                                        | Sociolinguistic competence →<br>Sociolinguistic appropriateness                     |
| listen to three conversations at meet-up groups.                               | Can keep up with an animated conversation between proficient users of the target language.          | Oral comprehension →<br>Understanding conversation between other people        | Linguistic competence<br>→ Overall phonological control                             |
| listen to a radio interview about personality types.                           | Can identify viewpoints and attitudes as well as the information content in recordings.             | Oral comprehension →<br>Understanding audio (or signed) media and recordings   | Linguistic competence<br>→ Vocabulary range                                         |
| read an online article about everyday heroes.                                  | Can recognize when a text provides factual info and when it seeks to convince readers of something. | Reading comprehension →<br>Reading for information and argument                | Plurilingual and pluricultural competence →<br>Building on pluricultural repertoire |
| read biographies of famous people who overcame challenges.                     |                                                                                                     |                                                                                |                                                                                     |

## Unit 2

| Learning Outcome<br>(Students can:)                                                           | CEFR Descriptors                                                                                                | Communicative<br>Language Activities                                                                                                                                               | Competences                                                     |
|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| take part in a discussion with friends in which we evaluate different options.                | Can evaluate alternative proposals and make and respond to hypotheses.                                          | Oral interaction →<br>Informal discussion (with friends)                                                                                                                           | Pragmatic competence<br>→ Thematic development                  |
| give a prepared presentation in which they explain their reasoning for their conclusions.     | Can give a clear, systematically developed presentation, highlighting significant points and supporting detail. | Oral production →<br>Addressing audiences                                                                                                                                          | Pragmatic competence<br>→ Coherence and cohesion                |
| plan and conduct a survey about lifestyle choices.                                            | Can carry out an effective, fluent interview, departing spontaneously from prepared questions.                  | Oral interaction →<br>Interviewing and being interviewed<br><br>Oral interaction → Goal-oriented co-operation (cooking together, discussing a document, organising an event, etc.) | Pragmatic competence<br>→ Propositional precision               |
| present their position in a debate on a topical issue and support it with reasoned arguments. | Can develop a clear argument, expanding and supporting points of view at some length.                           | Oral production →<br>Sustained monologue: putting a case (e.g. in a debate)                                                                                                        | Pragmatic competence<br>→ Thematic development                  |
| discuss lifestyle choices, giving reasons for their position.                                 | Can account for and sustain their opinions in discussion by providing relevant explanations and arguments.      | Oral interaction →<br>Conversation<br><br>Oral interaction →<br>Informal discussion (with friends)                                                                                 | Sociolinguistic competence →<br>Sociolinguistic appropriateness |

|                                                                          |                                                                                                                                 |                                                                              |                                                                                     |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| write an article giving advice in the form of a series of bullet points. | Can produce text that is generally well-organized and coherent, using standard layout conventions.                              | Written production →<br>Reports and essays                                   | Linguistic competence<br>→ Orthographic control                                     |
| listen to radio interviews about lifestyle changes.                      | Can describe and evaluate the viewpoints and practices of their own and other social groups.                                    | Oral comprehension →<br>Understanding audio (or signed) media and recordings | Plurilingual and pluricultural competence →<br>Building on pluricultural repertoire |
| listen to a TV interview about quitting the rat race.                    | Can understand documentaries, live interviews, and talk shows in the standard form of the language.                             | Audio-visual comprehension →<br>Watching TV, film and video                  | Pragmatic competence<br>→ Thematic development                                      |
| read a newspaper article about how to live longer.                       | Can understand articles and reports concerned with contemporary problems in which particular stances or viewpoints are adopted. | Reading comprehension →<br>Reading for information and argument              | Pragmatic competence<br>→ Thematic development                                      |
| read a for-and-against article about the impact of social media.         | Can recognize different structures in discursive text: contrasting arguments and cause-effect relationships.                    |                                                                              |                                                                                     |



### Unit 3

| Learning Outcome<br>(Students can:)                                                                                 | CEFR Descriptors                                                                                                                                        | Communicative<br>Language Activities                               | Competences                                         |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------|
| tell a story based on a series of pictures.                                                                         | Can develop a clear description or narrative, expanding and supporting main points with relevant detail.                                                | Oral production →<br>Sustained monologue:<br>describing experience | Pragmatic competence<br>→ Coherence and<br>cohesion |
| tell a personal anecdote in an interesting and engaging way; discuss different options in a hypothetical situation. | Can describe the personal significance of events and experiences in detail.                                                                             | Oral interaction →<br>Conversation                                 | Pragmatic competence<br>→ Thematic<br>development   |
| say what advice they would give people in hypothetical critical situations.                                         | Can evaluate alternative proposals and make and respond to hypotheses.                                                                                  | Oral interaction →<br>Informal discussion (with<br>friends)        | Pragmatic competence<br>→ Flexibility               |
| write an interesting short story.                                                                                   | Can give clear, detailed descriptions of real or imaginary events following established conventions.                                                    | Written production →<br>Creative writing                           | Linguistic competence<br>→ Orthographic<br>control  |
| tell a story based on a series of pictures.                                                                         | Can develop a clear description or narrative, expanding and supporting main points with relevant detail.                                                | Oral production →<br>Sustained monologue:<br>describing experience | Pragmatic competence<br>→ Thematic<br>development   |
| listen to a radio phone-in program about extreme sports.                                                            | Can identify viewpoints and attitudes as well as information content in recordings.                                                                     | Reception strategies →<br>Identifying cues and<br>inferring        |                                                     |
| listen to an extract from an audio book about phobias.                                                              | Can understand recordings in the standard form likely to be encountered in social, professional or academic life and identify viewpoints and attitudes. | Oral comprehension →<br>Understanding audio (or                    | Pragmatic competence<br>→ Thematic<br>development   |

|                                                                       |                                                                                                            |                                                                 |                                                     |
|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------|
|                                                                       |                                                                                                            | signed) media and recordings                                    |                                                     |
| read a newspaper article about someone who survived against the odds. | Can recognize when a text provides factual information and when it seeks to convince readers of something. | Reading comprehension →<br>Reading for information and argument | Linguistic competence<br>→ General linguistic range |
| read an interview with a survival expert.                             | Can obtain information, ideas, and opinions from highly specialized sources within their field.            |                                                                 | Linguistic competence<br>→ Vocabulary range         |

## Unit 4

| Learning Outcome<br>(Students can:)                                                                                                  | CEFR Descriptors                                                                                    | Communicative<br>Language Activities                                              | Competences                                        |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------|
| talk about their plans and hopes for the future.                                                                                     | Can describe the personal significance of events and experiences in detail.                         | Oral production →<br>Sustained monologue:<br>describing experience                | Pragmatic competence<br>→ Thematic<br>development  |
| express and explain their viewpoint on possible future developments in society.                                                      | Can develop a clear argument, expanding and supporting their points of view at some length.         | Oral production →<br>Sustained monologue:<br>putting a case (e.g. in a<br>debate) |                                                    |
| take part in a discussion with friends in which we evaluate different predictions about future developments.                         | Can evaluate alternative proposals and make and respond to hypotheses.                              | Oral interaction →<br>Informal discussion (with<br>friends)                       | Pragmatic competence<br>→ Flexibility              |
| take part in a formal debate on a practical issue, giving reasons for their position.                                                | Can develop an argument systematically with appropriate highlighting of significant points.         | Oral interaction → Formal<br>discussion (meetings)                                | Pragmatic competence<br>→ Thematic<br>development  |
| interview someone about their views on a topical issue, asking for clarification in order to get them to elaborate on their replies. | Can take the initiative in an interview and expand and develop ideas with little help.              | Oral interaction →<br>Interviewing and being<br>interviewed                       | Pragmatic competence<br>→ Turn taking              |
| write a blog post that presents the arguments for and against a position on a topical issue.                                         | Can produce an essay or report which develops an argument, explaining advantages and disadvantages. | Written production →<br>Reports and essays                                        | Linguistic competence<br>→ Orthographic<br>control |

|                                                             |                                                                                                                                             |                                                                              |                                                                                     |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| listen to a podcast about turning points in people's lives. | Can identify viewpoints and attitudes as well as the information content and convey degrees of emotion and highlight personal significance. | Oral comprehension →<br>Understanding audio (or signed) media and recordings | Sociolinguistic competence →<br>Sociolinguistic appropriateness                     |
| listen to a debate about the future of transport.           | Can extract the main points from the arguments and discussions in current affairs programs and follow complex lines of argument.            |                                                                              | Pragmatic competence →<br>Thematic development                                      |
| read a magazine article about the future of work.           | Can recognize different structures in discursive text: contrasting arguments and cause–effect relationships.                                | Reading comprehension →<br>Reading for information and argument              | Plurilingual and pluricultural competence →<br>Building on pluricultural repertoire |
| read a magazine article about predictions in films.         |                                                                                                                                             |                                                                              |                                                                                     |

## Unit 5

| Learning Outcome<br>(Students can:)                                                                                          | CEFR Descriptors                                                                                               | Communicative<br>Language Activities                                                                                                    | Competences                                    |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| describe cause and effect relationships in a natural process.                                                                | Can recognize and describe different structures in discursive text: cause–effect relationships.                | Reading comprehension →<br>Reading for information and argument<br>Oral production →<br>Sustained monologue: giving information         | Pragmatic competence<br>→ Thematic development |
| take part in a discussion with a view to identifying the best technical solution to an environmental problem.                | Can use appropriate technical terminology when discussing their area of specialisation with other specialists. | Oral interaction → Formal discussion (meetings)                                                                                         | Linguistic competence<br>→ Vocabulary range    |
| describe, with some technical detail, how their town or city has changed over time.                                          | Can develop a clear description or narrative, expanding and supporting main points with relevant detail.       | Oral production →<br>Sustained monologue: describing experience                                                                         | Pragmatic competence<br>→ Thematic development |
| take part in a debate with a view to selecting the best people for specific roles.                                           | Can evaluate alternative proposals and account for and sustain their opinions in discussion.                   | Oral interaction → Formal discussion (meetings)                                                                                         |                                                |
| take part in a discussion with a view to reaching a consensus regarding a plan of action to tackle an environmental problem. | Can help define goals for teamwork, compare options, and contribute to collaborative decision making.          | Mediating concepts →<br>Collaborating to construct meaning<br>Mediating concepts →<br>Facilitating collaborative interaction with peers |                                                |

|                                                                                 |                                                                                                                                 |                                                                              |                                                                                     |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| write an article which presents a problem and evaluates possible solutions.     | Can evaluate different ideas or solutions to a problem and explain advantages and disadvantages.                                | Written production →<br>Reports and essays                                   | Pragmatic competence<br>→ Thematic development                                      |
| listen to a radio interview about making a house more eco-friendly.             | Can identify viewpoints and attitudes as well as information content in recordings.                                             | Oral comprehension →<br>Understanding audio (or signed) media and recordings |                                                                                     |
| listen to a radio interview with Mars One applicants.                           | Can evaluate the viewpoints and practices of others, showing awareness of the implicit values on which judgments are based.     |                                                                              | Plurilingual and pluricultural competence →<br>Building on pluricultural repertoire |
| read a magazine article about the reintroduction of wolves in Yellowstone park. | Can recognize different structures in discursive text: contrasting arguments, problem–solution, and cause–effect relationships. | Reading comprehension →<br>Reading for information and argument              | Pragmatic competence<br>→ Propositional precision                                   |
| read an article about fast-growing cities.                                      | Can obtain information, ideas and opinions from highly specialized sources within their field.                                  |                                                                              | Linguistic competence<br>→ General linguistic range                                 |

## Unit 6

| Learning Outcome<br>(Students can:)                                                                            | CEFR Descriptors                                                                                                     | Communicative<br>Language Activities                                           | Competences                                                     |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------|
| take part in a discussion in order to agree on a list of recommendations, drawing on their own experience.     | Can contribute to collaborative decision-making, highlighting main issues and taking important aspects into account. | Mediating concepts →<br>Collaborating to construct meaning                     | Pragmatic competence<br>→ Thematic development                  |
| give a detailed account of changes that have taken place in education in their country.                        | Can develop a clear description or narrative, expanding and supporting main points with relevant detail.             | Oral production →<br>Sustained monologue:<br>describing experience             |                                                                 |
| exchange information and opinions about social institutions and customs in different countries.                | Can evaluate cultural assumptions and the objectivity of information expressed in the media.                         | Oral interaction →<br>Informal discussion (with friends)                       | Sociolinguistic competence →<br>Sociolinguistic appropriateness |
| take part in a debate on an issue concerned with education, supporting their position with reasoned arguments. | Can develop a clear argument, expanding and supporting points of view at some length.                                | Oral production →<br>Sustained monologue:<br>putting a case (e.g. in a debate) | Pragmatic competence<br>→ Thematic development                  |
| express and support their opinion in a formal or informal register depending on audience.                      | Can express themselves confidently and politely in formal or informal registers appropriate to the context.          |                                                                                | Sociolinguistic competence →<br>Sociolinguistic appropriateness |
| write a report in which they present and comment on                                                            | Can interpret and present reliably in writing detailed information from diagrams and visually organized data.        | Mediating a text →<br>Explaining data in writing                               | Pragmatic competence<br>→ Propositional precision               |

|                                                                  |                                                                                                              |                                                                                                                                          |                                                                                     |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| information from a chart or diagram.                             |                                                                                                              |                                                                                                                                          |                                                                                     |
| listen to a radio discussion about different school systems.     | Can identify the main reasons for and against an argument or idea in a discussion.                           | Oral comprehension →<br>Understanding audio (or signed) media and recordings<br>Reception strategies →<br>Identifying cues and inferring | Pragmatic competence → Thematic development                                         |
| listen to an interview about a new film.                         |                                                                                                              |                                                                                                                                          | Sociolinguistic competence → Sociolinguistic appropriateness                        |
| listen to three interviews about age.                            |                                                                                                              |                                                                                                                                          | Pragmatic competence → Propositional precision                                      |
| read an article about coming-of-age ceremonies around the world. | Can recognize the intended audience of a text and explain the purpose, attitudes, and opinion of the author. | Reading comprehension →<br>Reading for information and argument                                                                          | Plurilingual and pluricultural competence →<br>Building on pluricultural repertoire |



## Unit 7

| Learning Outcome<br>(Students can:)                                                                       | CEFR Descriptors                                                                                                         | Communicative<br>Language Activities                                                                                                    | Competences                                     |
|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| take part in a discussion to formulate and evaluate proposals for a development project.                  | Can help define goals for teamwork, compare options, and contribute to collaborative decision making.                    | Mediating concepts →<br>Collaborating to construct meaning<br>Mediating concepts →<br>Facilitating collaborative interaction with peers | Pragmatic competence<br>→ Thematic development  |
| exchange ideas about what to do in hypothetical situations.                                               | Can make and respond to hypotheses and evaluate alternative proposals.                                                   | Oral interaction →<br>Informal discussion (with friends)                                                                                | Pragmatic competence<br>→ Flexibility           |
| express regrets for past actions and talk about how they could have acted differently.                    | Can express nuances of meaning and talk about how they could have acted differently with good grammatical control.       | Oral production →<br>Sustained monologue:<br>describing experience                                                                      | Linguistic competence<br>→ Grammatical accuracy |
| take part in collaborative discussion in order to formulate a plan for a community project.               | Can highlight the main issue that needs to be resolved in a complex task and the important aspects to take into account. | Mediating concepts →<br>Facilitating collaborative interaction with peers                                                               | Pragmatic competence<br>→ Thematic development  |
| conduct a phone conversation with a friend in which they try to persuade them against a course of action. | Can develop a clear argument, expanding and supporting their points of view at some length.                              | Oral interaction →<br>Informal discussion (with friends)                                                                                |                                                 |

|                                                                  |                                                                                                                                                   |                                                                           |                                                                                  |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| write a formal letter of complaint about a proposed development. | Can use formality and conventions appropriate to the context when writing professional letters/emails.                                            | Written interaction → Correspondence                                      | Sociolinguistic competence → Sociolinguistic appropriateness                     |
| listen to a talk about regeneration projects.                    | Can follow the essentials of talks and reports and other forms of professional presentation which are propositionally and linguistically complex. | Oral comprehension → Understanding as a member of a live audience         | Pragmatic competence → Thematic development                                      |
| listen to an interview about a moneyless society.                | Can discuss the objectivity and balance of information and opinions expressed in the media and evaluate implicit values.                          | Oral comprehension → Understanding audio (or signed) media and recordings | Plurilingual and pluricultural competence → Building on pluricultural repertoire |
| read a magazine article about a failing restaurant.              | Can recognize the intended audience of a text and explain the purpose, attitudes, and opinion of the author.                                      | Reading comprehension → Reading for information and argument              |                                                                                  |
| read a blog post and comments about regrets.                     |                                                                                                                                                   |                                                                           |                                                                                  |

## Unit 8

| Learning Outcome<br>(Students can:)                                                                                 | CEFR Descriptors                                                                            | Communicative<br>Language Activities                                      | Competences                                                     |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------|
| take part in a discussion with friends in which we speculate about the possible causes of past events.              | Can make and respond to hypotheses and evaluate alternative proposals.                      | Oral interaction →<br>Informal discussion (with friends)                  | Pragmatic competence<br>→ Flexibility                           |
| relay the information content of a short factual article that they have read.                                       | Can pass on detailed information reliably and communicate essential points.                 | Mediating a text →<br>Relaying specific information in speech or sign     | Pragmatic competence<br>→ Propositional precision               |
| write and perform a passage of appropriate dialogue to dramatize a mystery story.                                   | Can express themselves confidently and politely in formal or informal registers.            | Written production →<br>Creative writing                                  | Sociolinguistic competence →<br>Sociolinguistic appropriateness |
| take part in a discussion with friends in which we speculate about the possible causes and consequences of a crime. | Can ask questions to stimulate discussion on how to organize collaborative work.            | Mediating concepts →<br>Collaborating to construct meaning                | Pragmatic competence<br>→ Flexibility                           |
| take part in a collaborative discussion with friends in which we suggest ways of testing a hypothesis.              |                                                                                             | Mediating concepts →<br>Facilitating collaborative interaction with peers |                                                                 |
| write an essay on a complex issue which develops an argument systematically and                                     | Can develop an argument systematically with appropriate highlighting of significant points. | Written production →<br>Reports and essays                                |                                                                 |

|                                                     |                                                                                                                                                                                          |                                                                                                                                              |                                                                                     |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| rounds off with an appropriate conclusion.          |                                                                                                                                                                                          |                                                                                                                                              | Pragmatic competence<br>→ Thematic development                                      |
| listen to a podcast about myths and legends.        | Can distinguish main themes from asides and recognize the point of view expressed.<br><br>Can follow chronological sequence in extended informal discourse, e.g. in a story or anecdote. | Oral comprehension →<br>Understanding audio (or signed) media and recordings<br><br>Reception strategies →<br>Identifying cues and inferring |                                                                                     |
| listen to a lecture about eye-witness testimony.    |                                                                                                                                                                                          |                                                                                                                                              |                                                                                     |
| read an online article about unexplained mysteries. | Can recognize the intended audience of a text and explain the author’s purpose and attitudes.                                                                                            | Reading comprehension →<br>Reading for information and argument<br><br>Reading comprehension →<br>Reading as a leisure activity              | Plurilingual and pluricultural competence →<br>Building on pluricultural repertoire |
| read a scene from a detective story.                |                                                                                                                                                                                          |                                                                                                                                              |                                                                                     |

## Unit 9

| Learning Outcome<br>(Students can:)                                                                               | CEFR Descriptors                                                                                                  | Communicative<br>Language Activities                                                                                      | Competences                                                                         |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| exchange information about different smart phone apps and discuss their relative usefulness and associated risks. | Can discuss the objectivity and balance of information and recognize potential risks in media/digital tools.      | Oral interaction →<br>Informal discussion (with friends)                                                                  | Plurilingual and pluricultural competence →<br>Building on pluricultural repertoire |
| make a complaint about a faulty product or service, requesting an appropriate remedy.                             | Can make a complaint and use formality appropriate to the context to request an appropriate remedy.               | Oral interaction →<br>Obtaining goods and services<br>Written interaction →<br>Correspondence                             | Sociolinguistic competence →<br>Sociolinguistic appropriateness                     |
| plan and conduct a survey about shopping habits.                                                                  | Can carry out an effective, fluent interview, departing spontaneously from prepared questions to explore replies. | Oral interaction →<br>Interviewing and being interviewed                                                                  | Pragmatic competence → Turn taking                                                  |
| take part in collaborative discussion in order to agree a plan for a complex project.                             | Can help define goals for teamwork and highlight the main issues that need to be resolved in a complex task.      | Mediating concepts →<br>Managing interaction<br>Mediating concepts →<br>Facilitating collaborative interaction with peers | Pragmatic competence → Thematic development                                         |
| take part in a discussion comparing the benefits of different technological innovations.                          | Can evaluate alternative proposals and account for and sustain their opinions with reasoned arguments.            | Oral interaction → Formal discussion (meetings)                                                                           |                                                                                     |

|                                                                                               |                                                                                                                                         |                                                                              |                                                                                     |
|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| write a formal proposal with an appropriate structure, giving reasons for suggested measures. | Can write a proposal that develops an argument systematically, explaining advantages and disadvantages.                                 | Written production →<br>Reports and essays                                   | Pragmatic competence<br>→ Coherence and cohesion                                    |
| listen to a customer complaint.                                                               | Can identify viewpoints and attitudes as well as information content and recognize the speaker's mood (e.g. frustration, urgency).      | Oral comprehension →<br>Understanding audio (or signed) media and recordings | Pragmatic competence<br>→ Propositional precision                                   |
| listen to a radio interview about health myths.                                               | Can identify the main reasons for and against an argument and recognize the speaker's point of view.                                    |                                                                              | Plurilingual and pluricultural competence →<br>Building on pluricultural repertoire |
| read an article about the trust economy.                                                      | Can scan complex texts to locate relevant details and obtain ideas from specialized professional sources.                               | Reading comprehension →<br>Reading for information and argument              | Linguistic competence<br>→ Vocabulary range                                         |
| read an article about a successful entrepreneur.                                              | Can recognize the intended audience and explain the purpose, attitudes, and opinion of the author regarding the entrepreneur's success. |                                                                              |                                                                                     |

## Unit 10

| Learning Outcome<br>(Students can:)                                                                   | CEFR Descriptors                                                                                                               | Communicative<br>Language Activities                                        | Competences                                       |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------|
| give a summary of a news story that they have read, including associated pronouncements and opinions. | Can relay the relevant point(s) contained in propositionally complex texts and summarize news items.                           | Mediating a text →<br>Relaying specific information in speech or sign       | Pragmatic competence<br>→ Thematic development    |
| intervene appropriately in a discussion.                                                              | Can intervene appropriately in a discussion, using appropriate language to do so and following the etiquette of the situation. | Oral interaction → Formal discussion (meetings)                             | Pragmatic competence<br>→ Turn taking             |
| report the content of a conversation accurately.                                                      | Can pass on detailed information reliably and communicate the essential points of a conversation.                              | Mediating a text →<br>Relaying specific information in speech or sign       | Pragmatic competence<br>→ Propositional precision |
| plan and deliver a persuasive spoken advertisement for a worthy cause.                                | Can give a clear, systematically developed presentation, highlighting significant points and supporting detail.                | Oral production →<br>Addressing audiences                                   | Pragmatic competence<br>→ Thematic development    |
| present a reasonable argument for or against a position in a formal debate about a topical issue.     | Can develop a clear argument, expanding and supporting their points of view at some length.                                    | Oral production →<br>Sustained monologue: putting a case (e.g. in a debate) |                                                   |
| write a persuasive essay about a topical issue.                                                       | Can write an essay which develops an argument systematically, explaining the advantages and disadvantages.                     | Written production →<br>Reports and essays                                  | Pragmatic competence<br>→ Coherence and cohesion  |

|                                                   |                                                                                                                   |                                                                                                                                                       |                                                                                             |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| listen to an interview about fake news.           | Can identify viewpoints and attitudes as well as information content and recognize the speaker's mood.            | <p>Oral comprehension →<br/>Understanding audio (or signed) media and recordings</p> <p>Reception strategies →<br/>Identifying cues and inferring</p> | <p>Sociolinguistic competence →<br/>Sociolinguistic appropriateness</p>                     |
| listen to a talk about viral marketing campaigns. | Can follow the essentials of talks and reports which are propositionally and linguistically complex.              | <p>Oral comprehension →<br/>Understanding as a member of a live audience</p>                                                                          | <p>Pragmatic competence →<br/>Thematic development</p>                                      |
| read an article about the death of print.         | Can recognize when a text provides factual info and when it seeks to convince; evaluates objectivity and balance. | <p>Reading comprehension →<br/>Reading for information and argument</p>                                                                               | <p>Plurilingual and pluricultural competence →<br/>Building on pluricultural repertoire</p> |
| read three fake news stories.                     |                                                                                                                   |                                                                                                                                                       |                                                                                             |



## Appendix 1

### Suggested Activities to Enhance Plurilingual Competence

#### 1. Unit 6: Coming-of-Age Mediation (Pluricultural Repertoire)

| Name                           | Task                                                                                                                                                      | Plurilingual Element                                                                                                                                                                                  |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Coming-of-Age Mediation</b> | Students research a coming-of-age ceremony from a culture different from their own and compare it to a Turkish tradition (e.g. sünnet or asker uğurlama). | Students find a short video or text in their L1 (Turkish or another language) and relay the significant points in English, explaining the “implicit values” and social judgments behind the ceremony. |

**Outcome:** “Can evaluate cultural assumptions and the objectivity of information expressed in the media.”

#### 2. Unit 5: Eco-Friendly Housing “Terminology Bridge”

| Name                      | Task                                                                                                                                                       | Plurilingual Element                                                                                                                                                                                                      |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Terminology Bridge</b> | In a role-play, a student acts as a local environmental consultant explaining a complex international “green building” report to a neighborhood committee. | The student must take technical terms (e.g. photovoltaic, graywater recycling) and simplify or “translate” the concept for a non-specialist audience, using both linguistic and visual aids (diagrams) to ensure clarity. |

**Outcome:** “Can use appropriate technical terminology... and contribute to collaborative decision making.”

#### 3. Unit 1: The “Everyday Hero” Cultural Interview

| Name                           | Task                                                                                      | Plurilingual Element                                                                                                                                          |
|--------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Everyday Hero Interview</b> | Students interview a peer about a “remarkable person” in their family or local community. | If the peer uses a proverb or a specific cultural idiom in their L1 to describe the hero, the interviewer must negotiate the meaning and provide a functional |

equivalent in English that captures the “personal significance” and “cultural reference.”

---

**Outcome:** “Can establish and sustain relationships... by using sympathetic questioning and appropriate social commentary.”

#### 4. Unit 9: The “Smartphone Risk” Awareness Campaign

| Name                            | Task                                                                                                                                    | Plurilingual Element                                                                                                                                                                        |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Smartphone Risk Campaign</b> | Groups create a digital “safety guide” for apps, comparing how different countries or age groups perceive “digital risk” and “privacy.” | Students analyze app reviews or privacy warnings written in different languages/varieties and synthesize the arguments to create a unified set of recommendations for the school community. |

---

**Outcome:** “Can discuss the objectivity and balance of information and recognize potential risks in media/digital tools.”

#### 5. Unit 10: “Viral Marketing” Cross-Cultural Analysis

| Name                            | Task                                                                                                                | Plurilingual Element                                                                                                                                                                 |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Viral Marketing Analysis</b> | Students watch a viral ad campaign that was successful in one country but failed (or was controversial) in another. | Students act as cultural mediators, explaining why certain visual metaphors or slogans were “misunderstood” based on different cultural assumptions and “sociolinguistic awareness.” |

---

**Outcome:** “Can identify and resolve misunderstandings by responding politely and strategically to maintain cooperation.”